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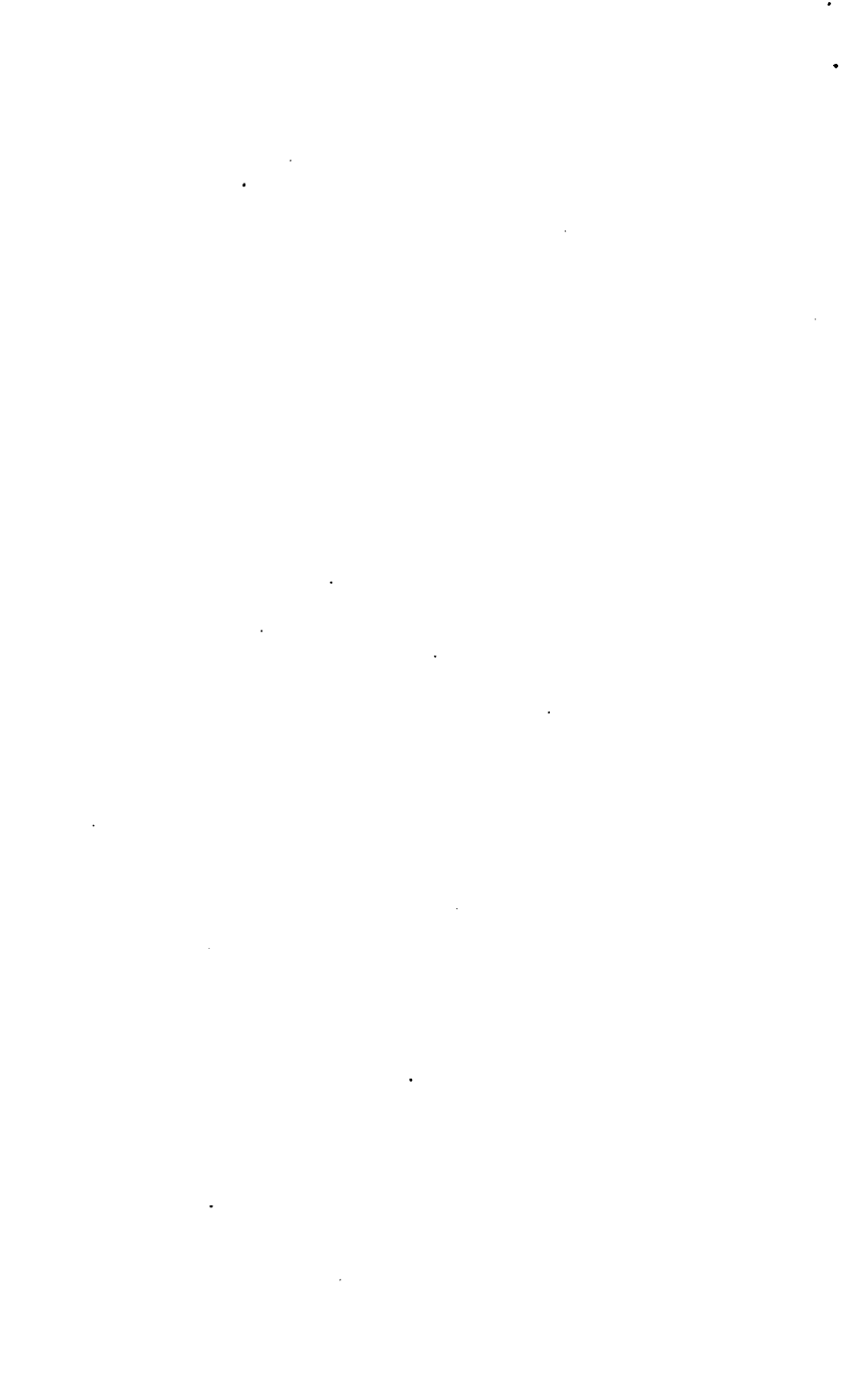
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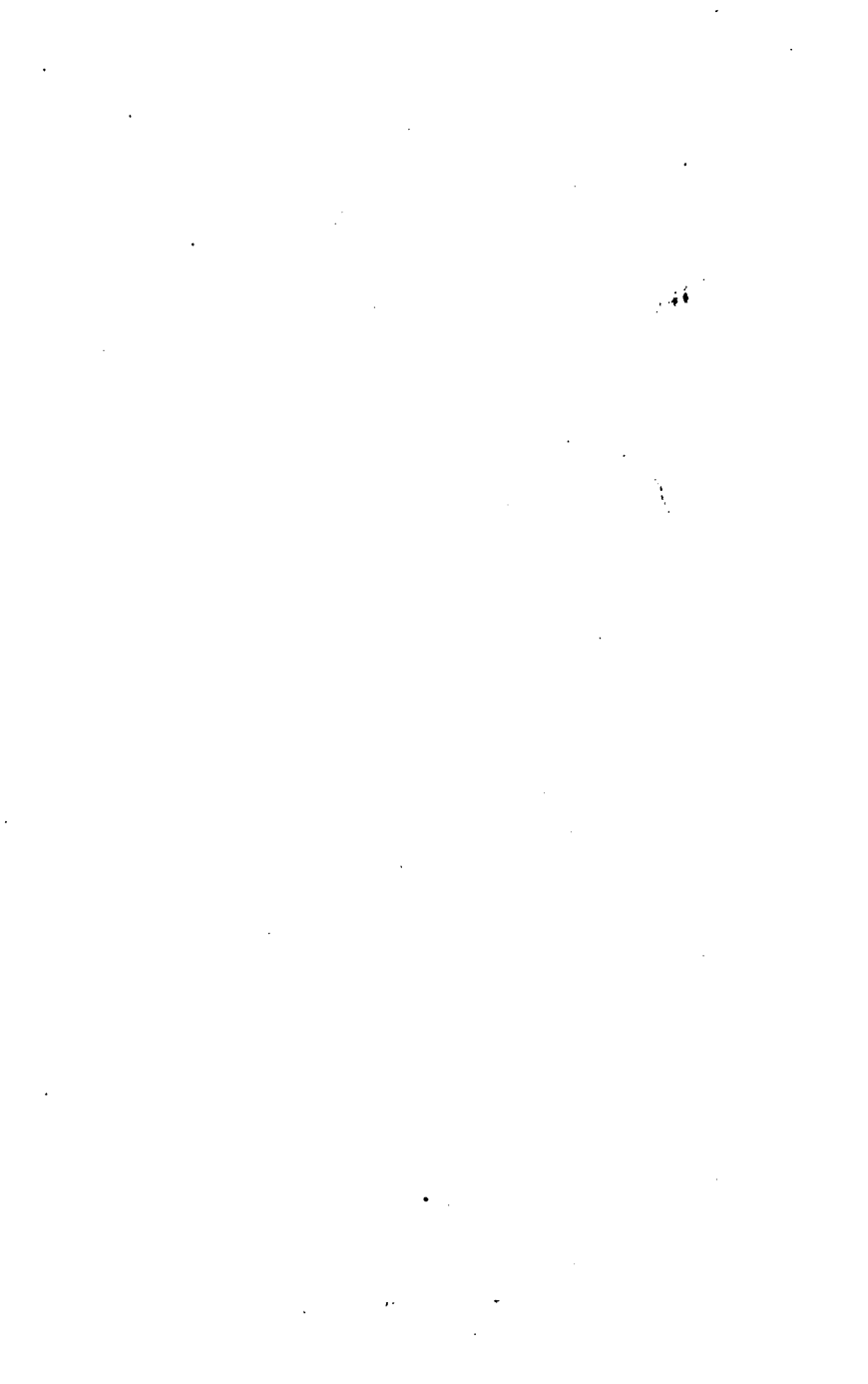


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THE
NEW NORMAL
SECOND READER

BY

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AUTHOR OF

"RAUB'S ARITHMETICS," "METHODS OF TEACHING," "LESSONS IN ENGLISH,"
"PRACTICAL ENGLISH GRAMMAR," "STUDIES IN ENGLISH
AND AMERICAN LITERATURE," ETC.



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TO TEACHERS.

THE plan of this Reader is substantially the same as that of its predecessor in the series, and the same methods of teaching are adapted to its use.

The practice of pronouncing words at sight should be continued. In the following lessons the new and most difficult words are placed at the head of each lesson, with the pronunciation sufficiently indicated to prevent mistakes. The diacritical marks are the same as those used in Webster's Dictionary.

The phonic exercises given include all the elementary sounds, systematically arranged, and the most important equivalents, both vowel and consonant. With careful drill, the whole subject of phonics may be taught in connection with this Reader.

The work of composing sentences incorporating the new words of the lesson should be made a prominent feature in the teaching of pupils of the grade for which this book is designed. Fluency of expression and ease of composition will thus be secured, and the meaning and proper application of words will be learned at the same time.

The author recognizes the fact that much instruction in language may be given in connection with the reading lesson, but no pretense is made to incorporate a systematic graded course of language lessons as a part of this book. Such a plan could result only in the teaching of either reading or language—perhaps both—indifferently, and it is therefore not to be commended. The teacher should make language instruction incidental to the reading lesson. The language exercises presented in this book are meant to be merely suggestive in character. They may be enlarged by the teacher, and others should be added wherever it is possible to make the lesson more interesting.

The author has tried to grade the lessons in this book carefully, so as to be progressive and yet give a sufficient variety of style and expression ; he has used, as nearly as possible, the language which children employ in the expression of thought ; and, lastly, he has not forgotten that the moral tone of a Reader should be such as will exercise a proper healthful influence on child-life.

A. N. R.

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EXERCISES.

Let the pupils exercise on the following for the purpose of developing a natural style of expression.

I.

A boy and a girl.

A dog and a cat.

A horse and a cow.

A mouse and a rat.

II.

A dog can run, a bird can fly.

A toad can hop, a boy can jump.

A cat can mew, a dog can bark.

A bird can sing, a bee can sting.

III.

A dog can run and bark.

The boy can read and write.

The girl can knit and sew.

The duck can swim and fly.

IV.

The boy can sit on the bench.
The horse can run in the street.
The bird can fly in the air.
The fish can swim in the water.

V.

The sky is blue, the grass is green.
The paper is white, the ink is black.
The mouse is wild, the cat is tame.
Ice is hard, snow is soft.

VI.

Has the cow a paw? No, she has a
Has the dog a hoof? No, he has a
Is the grass blue? No, it is
Is a mouse big? No, it is

VII.

A boy has feet; a horse has
The horse walks; but he runs

VIII.

Can you in the new book? Yes.
Are you going to school, or are you going?
Will you stay at home or go to?
Hurrah for the fun! Hurrah for the snow!

PUNCTUATION.

The following are the principal marks of punctuation and their chief uses :

A PERIOD (.) is placed after a command or a simple statement ; as, Tell him to come. I am here.

A PERIOD is also placed after an abbreviation ; as, Rev. Dr. Johnson. Aug. 5, 1842.

An INTERROGATION POINT (?) is placed after a question ; as, When did he come?

An EXCLAMATION POINT (!) is placed after an exclamation ; as, Hurrah for the fun !

The COLON (:), the SEMICOLON (;), and the COMMA (,) are used to separate the parts of a sentence.

A DASH (—) is used when a sudden break or pause occurs in a sentence ; as, Columbus, Washington, Bolivar—what shall I say of them?

An APOSTROPHE (') is used to show the omission of one or more letters ; as, *I'm* for *I am* ; *o'er* for *over* ; *don't* for *do not*.

QUOTATION MARKS (" ") are used to enclose the words of another ; as, "It is time to dismiss," said the teacher.

A HYPHEN (-) is used at the end of a line when one or more syllables of a word are carried to the next line ; also between the parts of a compound word ; as, ice-house, pen-holder.

PHONIC CHART.

Vocals.

ā,	as in	āte.	ī,	as in	mīne.
ă,	"	ăt.	ĩ,	"	sīt.
ā,	"	ārm.	ō,	"	nō.
ǣ,	"	ǣll.	ǝ,	"	nǝt.
â,	"	câre.	o,	"	dô.
â,	"	âsk.	ū,	"	cūre.
ē,	"	mē.	ũ,	"	cũp.
ě,	"	mět.	u,	"	pūt.
ē,	"	hēr.	oi,	"	boil.

ou, as in our.

Subvocals.

b,	as in	bad.	r (trilled), as in	ring.
d,	"	did.	v,	" vine.
ġ,	"	ġo.	w,	" won.
j,	"	jug.	y,	" yes.
l,	"	lily.	z,	" zone.
m,	"	me.	th,	" this.
n,	"	not.	zh,	" glazier.
r (smooth),	"	hard.	ng,	" sing.

Aspirates.

p,	as in	cup.	s,	as in	sun.
t,	"	hat.	sh,	"	ash.
k,	"	kind.	f,	"	fife.
ch,	"	arch.	th,	"	thin.
h, as in hop.					

Table of Substitutes.

ą	for	ö,	as in	what.	ÿ	for	ÿ,	as in	mÿth.
ê	"	â,	"	thêre.	e	"	k,	"	eat.
ë	"	ā,	"	feint.	ç	"	s,	"	çede.
ī	"	ē,	"	polīce.	çh	"	sh,	"	çhaise.
ī	"	ē,	"	sīr.	eh	"	k,	"	ehaos.
ó	"	ü,	"	dóve.	ġ	"	j,	"	ġem.
ö	"	ö,	"	pööl.	n	"	ng,	"	in _k .
ö	"	u,	"	göod.	ş	"	z,	"	roşe.
ø	"	u,	"	wølf.	ẓ	"	gz,	"	eẓact.
ô	"	â,	"	fôrk.	wh	"	hw	"	what.
ô	"	ē,	"	wôrk.	gh	"	f,	"	laugh.
û	"	ē,	"	tûrn.	ph	"	f,	"	phase.
u	"	ö,	"	rude.	qu	"	k,	"	pique.
ÿ	"	ī,	"	flÿ.	qu	"	kw,	"	queer.

SIMPLE DIRECTIONS.

1. *Read as though you were talking.*
2. *Learn to pronounce the words before beginning to read.*
3. *Try to understand the meaning of each sentence before reading it aloud.*
4. *While you are reading aloud stand erect, and hold your book in the left hand.*
5. *Hold your book so low that your mouth may be seen by those to whom you are reading.*

NORMAL SECOND READER.

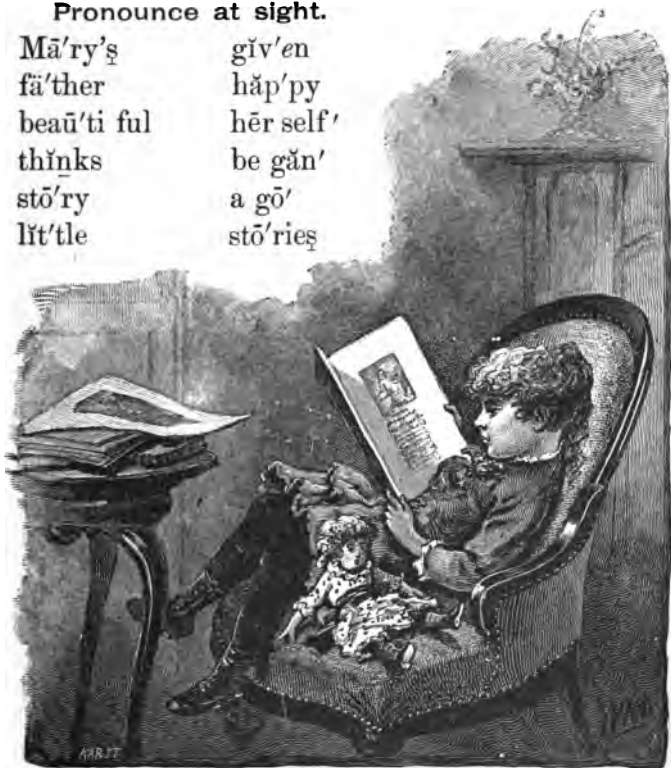
LESSON I.

Phonic Exercise.

ā āte pāle āim greāt they

Pronounce at sight.

Mā'ry's	gīv'en
fā'ther	hăp'py
beaū'ti ful	hēr self'
thīnks	be gān'
stō'ry	a gō'
līt'tle	stō'ries



Mary's New Book.

1. Mary's father has given her a new book.

2. What a beautiful book it is, and what a happy little girl is Mary!

3. Why is she so glad to get the new book?

4. If you should ask her what this book is, she would tell you that it is a story-book.

5. Long, long ago, when she began to learn to read, her father told her that he would buy a story-book for her as soon as she could read it for herself.

6. She is a bright little girl, and reads quite well, so her father thinks she can now read the stories, and he has given her the book.

7. What a kind father he is to try to make his little girl happy in this way!

Language Lesson.—*Copy this lesson on your slate.*

What mark is used at the end of the second paragraph?
Why?

What mark is used at the end of the third paragraph?
Why?

What mark is used in the word story-book? Why?
Tell why an apostrophe is used in the word Mary's.

LESSON II.

Phonic Exercise.

ă hăt sād lād lăţh plăid

Pronounce at sight.

Geôrge	sīs'terş	vēr'y	Ėl'la
Māy	ŭn'der	eăţh	trîeş



George and his Sisters.

1. Here is little George. He has come to play with his sisters.

2. Is he a big boy?

3. Oh no, he is quite a little boy, and his sisters are very fond of him.

4. See how Ella and May raise the gates to let him pass under.

5. George puts his hands behind his back and tries to walk through.

6. But they stop him, and each gives him a kiss before they let him pass.

7. He puts his head down and tries to run through, but the girls catch him and hold him fast.

8. When they ask him which he loves best, George says, "Both."

9. What a happy little boy, and what happy little sisters!

LANGUAGE LESSON.

*Write a sentence containing the word **play**.*

*Write a word meaning the same as **quite**.*

*Write a word meaning the same as **small**.*

What does "very fond of him" mean?

*Write a word meaning the same as **raise**.*

*Write a word instead of **pass**.*

LESSON III.

Pronounce at sight.

bird'ie	pēep	lōn'ger	bā'by
mōth'er	līmbs	strōn'ger	slēeps

What Birdie Says.

1. What does little birdie say,
In her nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."
2. "Birdie, rest a little longer,
Till the little wings are stronger."
So she rests a little longer,
Then she flies away.
3. What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
"Let me rise and fly away."
4. "Baby, sleep a little longer,
Till the little limbs are stronger.
If she sleeps a little longer
Baby, too, shall fly away."

LESSON IV.

Phonic Exercise.

ä ärm ärt hälf cälm heärt

Pronounce at sight.

in dēed'	a löng'	wäg'on	hôrse
bläck	ströng	tröt	stall
trēat	hitch	walk	lärge

Joe.

1. What a fine black horse we have!
His name is Joe.

2. Let us hitch him to the wagon and
take a short ride.

3. How fast he can pull us along!

4. Joe is not very large, but he is very
strong.

5. He does not seem to mind the load
he has to draw.

6. Joe will let you ride on his back.
Do you like to ride on a horse?

7. Indeed, I do; but I do not like to
ride too fast.

8. If I were to ride very fast, I should
fall off.

9. I like to make the horse trot, but I do not like to have him run.

10. Joe will walk with you, or he will trot if you want him to do so.

11. He looks as if he would like to have you talk to him.

12. Joe is very kind to those who treat him well, but he does not like boys and girls that tease him.

LANGUAGE LESSON.

Write the names of four different kinds of animals.

Write the names of four different kinds of birds.

Write sentences telling what a horse can do.

LESSON V.

Phonic Exercise.

a aɪ wɑrm tɑk eɪl sɔl

Pronounce at sight.

Cār'lo	plēase	thrōw	hīm self'
fāith'ful	knīfe	stīck	plāy'ing
af'ter	plünge	fēnce	īn'to

Old Carlo.

1. Here comes old Carlo. Let us play with him; ne likes to play.

2. Carlo is a faithful dog, and he is glad to please us.

3. If you drop your knife or a key, and send him back, he will find it and bring it to you.

4. Let us throw a stick over the fence.



See him jump over the fence and bring it back.

5. Now, throw a stick into the water, and see him plunge in after it.

6. See him swim. Now he has the stick in his mouth.

7. Take care when he comes to the shore and shakes himself, for he may shake some water on you.

8. Toss your ball to Carlo, and see how well he can catch it.

9. Hear him bark. He wants us to keep on playing with him.

LANGUAGE LESSON.

Make sentences, each containing one of the following words: throw, plunge, bring, shore, brave, faithful.

Point out the silent letters in the following words: hear, stick, back, throw, takes, shakes, brave, play, likes.

What word means the opposite of big?

What word means the opposite of large?

What word means the opposite of low?

What word means the opposite of far?

LESSON VI.

Phonic Exercise.

â câre stâre pâir châir thêre

Pronounce at sight.

Wîl'lie	sîs'ters	whêel	ŭp set'
căn'not	put'ting	crŭtch	quî'et
brôth'ers	dôl'ly	tîed	lâme
věr'y	câre'ful	strîng	says (sêz)



Lame Willie.

1. Little Willie is very lame, and he cannot run and play with his brothers and sisters.

2. But they are very kind to him, and try to make him happy.

3. The wheel has just come off his wagon, and he has come to his sister to have her put it on for him.

4. She has tied a string from the wagon to his crutch, so that he can pull his wagon as he goes along.

5. She is putting her doll in the wagon, and she says to Willie, "Now, Willie, give the dolly a ride.

6. "Be careful that you do not upset her and throw her out."

7. "Oh, I will be very careful not to hurt her; but she must sit quiet, or she may fall out."

8. Willie's wagon has only two wheels, so he calls it a cart.

9. His mother stands at the gate while his little sister puts the doll in the cart for a ride.

10. Willie's sister will walk along with him while he plays with the cart.

11. He is very fond of his sister, and of his mother too, and they are both very kind to him.

Write sentences containing the words: lame, upset, wagon, careful, tied.

Write the following words, and tell what letters are silent in each: see, catch, tied, threw, too, does, shade, doll, seek, have, will.

PRONOUNCING LESSON.

back	sick	lock	duck
black	stick	stock	stuck
track	trick	frock	truck
crack	click	block	struck

SLATE EXERCISE.

Write the following on your slate:

*Little deeds of kindness.
Little words of love.
Make our earth an Eden.
Like the heaven above.*

LESSON VII.

Phonic Exercise.

ă ăsk păs clăs grăs glănçe

Pronounce at sight.

Săn'ta Claus	Jăck	quăr'rel	līs'ten (līs'sn)
whīs'per	seōld	for gět'	grănd'ma's
nīç'est	frēt	naugh'ty	sūm'mer
pō'ny	tēach	rē'al	gō'ing

Christmas Eve.

1. Dear old Santa Claus, are you there ?

I want to whisper to you ;—

Jack says you do not care for girls,

But I'm pretty sure you do.

2. They say you listen all the time

To the little girls and boys,

And those who quarrel, scold and fret

Never get the Christmas toys.

3. Now, Mr. Santa Claus, forget

All the naughty things I do,

For oh ! such lots and lots of things

I'm going to ask of you.

4. I want a doll, a real doll,
 'The nicest in your pack,
With coat, and pants, and cap, and all :
 I'm going to call him Jack.
5. I want a sled to beat the rest
 As we all slide down the hill,
For Jack will teach me to make it go ;
 I am very sure he will.
6. And I want a pony to ride
 All summer at grandma's farm ;
Jack will go on the old white horse,
 And will keep me safe from harm.

LANGUAGE LESSON.

Who is "Santa Claus" ?

Write words meaning the same as I'm.

When does Christmas come ?

What is Christmas ?

Write Mr. in full.

Write sentences containing the words naughty, fret, quarrel, summer.

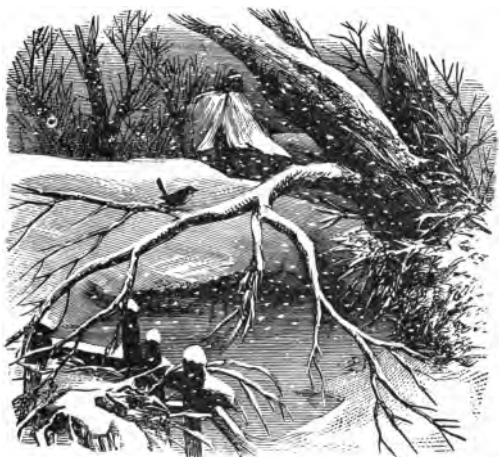
Write a sentence containing the word there.

Write a sentence containing the word their.

LESSON VIII.

Pronounce at sight.

fěath'ers	snōw'bird	kīnd'ness	cōv'ered
ground			
thīnk			
spōrt			
līmb			
stōrm			
cōv'ers			
crūmb			
seat'ter			
sēeds			
sōngs			
flākes			



Out in the Storm.

1. See how the snow falls!
2. The great soft flakes come down as light as feathers.
3. The ground is all covered, and the little boys and girls are happy as they think of the sport they will have.
4. See the little snowbird sit on the limb of the tree!

5. What will the poor little bird do out in the storm?

6. Oh, it does not mind the cold and the snow.

7. It seems to be very happy as it flies from tree to tree and sings its little song.

8. It is much more happy out in the cold than it would be here in the warm room with us.

9. Let us be very kind to the little birds.

10. When the snow covers the ground, let us scatter crumbs and seeds for them to eat.

11. Their cheerful little songs will pay us for our kindness.

LANGUAGE LESSON.

Write a little story about snowbirds.

Write a little story about winter.

When does the snow fall?

What sports do boys and girls have when it snows?

Write sentences containing the words feathers, sport, kindness, scatter, covered.

LESSON IX.

Phonic Exercise.

ē mē sēe bēam glēam fiēld

Pronounce at sight.

Fī'do	thī <u>nk</u> s	chī <u>ck</u> s	sōme'thing
mōrn'ing	wōrm	trī <u>d</u>	ōth'er <u>s</u>
Bīd'dy	dē <u>al</u>	f <u>l</u> ō <u>ck</u>	a frāid'
fīnd'ing	a lōne'	thō <u>gh</u> t	bus'y (bīz'zy)



Fido and the Chicks.

1. Fido is my dog.
2. He is a little dog, but he thinks he knows a great deal.
3. As he came into the yard this morn-

ing, he met old Biddy with her flock of chicks.

4. Biddy was busy finding something for her chicks to eat.

5. She had just found a little red worm, and was calling to the chicks, "Cluck! cluck! cluck! cluck!"

6. So they all ran to see what she had found for them, and each one tried to get the worm from the others.

7. At last one got it, and off he ran, with all the others after him.

8. Fido saw two of them chase each other, and he thought it would be fun to run after the chicks.

9. So he began to bark, and ran to see what the chicks were doing.

10. But Biddy saw him, and she at once put down her wings and ran at Fido.

11. Fido saw that Biddy would not let him chase the chicks, so he began to bark at her.

12. She was not much afraid of Fido,

but she did fear that he might hurt some of the chicks.

13. Do you see how he barks at her, and how cross she looks?

14. I am afraid Fido is not a good dog.—Come, Fido, you must not bark at Biddy; let her alone.

LANGUAGE LESSON.

Write a word meaning the same as little.

Write a word meaning the same as chicks.

Write a word meaning the same as cross.

Write this lesson about Fido in your own words.

Write a word meaning the opposite of little.

Write a word meaning the opposite of dark.

Write a word meaning the opposite of slow.

Write sentences containing the words going, chase, wings, hurt, good, found, thought.

*Work while you work.
Play while you play.
That is the way
To be cheerful and gay.*

LESSON X.

Phonic Exercise.

ě mět ěnd rěst dĕad friĕnd

Pronounce at sight.

Kĭt'ty	a go'	hĕard	dōugh
mous'ie	rŭn'ning	caught	shārp
frōl'ie	cōm'ing	crōw	tĕeth

Kitty and Mousie.

1. I had a little kitty
 With fur as white as snow;
 In the barn she used to frolic,
 Long time ago.
2. In the barn a little mousie,
 Running to and fro,
 Heard the little kitty coming,
 Long time ago.
3. Two black eyes had little kitty,
 Black as any crow,
 And they spied the little mousie,
 Long time ago.

4. Four soft paws had little kitty,
Paws as soft as dough;
And they caught the
little mousie,
Long time ago.



5. Some sharp teeth had little kitty,
 All set in a row;
 And they bit the little mousie,
 Long time ago.

6. When the teeth bit little mousie,
 Mousie cried out, "Oh!"
 But she ran away from kitty,
 Long time ago.

LESSON XI.

Phonic Exercise.

ē hēr wēre ēarn gīrl wōrd wōrk

Pronounce at sight.

An'nie	walk	bēets	flow'ers (flou)
gār'den	brīght	bēans	mōrn'ing
bēr'ries	frēsh	plūck	beau'ti ful
plēas'ant	plēasēd	rōs'es	an oth'er

A Walk in the Garden.

1. Come, Annie, let us take a walk in the garden this morning.

2. Very well, I shall be glad to go with you; what shall we see there?

3. In one part we shall see nice beds of beets, and beans, and berries, and in the other some nice flowers.

4. How pleasant the air is this morning!

5. See how bright and fresh the flowers all look!

6. We can smell them long before we come to them; and see how pretty they are!

7. May we pluck some of these flowers to take to mother?

8. Oh yes; take some of the nicest ones you can find for her; she will be pleased with them.

9. Here are some beautiful roses on this bush; take some of these.

10. Mother will be very glad and happy to have us think kindly of her and try to please her.

11. When you give her the roses she will say, "Thank you, Annie; they are very pretty."

12. How much more happy we all feel

when we try to be kind and pleasant to one another!

LANGUAGE LESSON.

Write the names of four kinds of flowers.

Write the names of four kinds of trees.

Write the names of four kinds of fruit.

Write the names of four kinds of berries.

Write the names of four kinds of vegetables.

Write sentences containing the following words: pretty, flowers, garden, berries, pleased, pleasant, fresh, bright, pluck, kindly.

LESSON XII.

Phonic Exercise.

ī īce nīght sīze pīe rhyme

Pronounce at sight.

wheāt	ōx'en	stōpped (stōpt)	climb
lōad	Jāmes	talked (tākt)	a bout'
mīll	brōught	sōwed	grew (gru)
Jōnes	found	līv'ing	thīngs

James and the Oxen.

1. Here is Mr. Jones with his cart.
2. James says to him, "Good-morning, Mr. Jones. What have you in the bags on your cart?"

3. "Good-morning, James. What have I in the bags, did you say? I have a load of wheat.



4. "I have just brought my wheat from the barn, and I am taking it to the mill.

5. "It is a pretty big load for my two oxen, but they can pull it if I give them a little time to rest now and then."

6. Mr. Jones said "Whoa!" to the oxen, and they both stopped, and then he talked a long time with James.

7. He told him many things—how the wheat was sowed, how it grew, how it was cut, and how it was made into flour.

8. James had been living in the city, and he did not know much about wheat, so he was pleased with what Mr. Jones told him.

9. James found he could learn very much from Mr. Jones, so he said to him, "Mr. Jones, may I go with you to the mill?"

10. "Oh yes; climb up on the cart. I shall be glad to talk with you."

11. So James took a seat on the cart, and Mr. Jones said to the oxen, "Get up!" and away they went.

12. The oxen did not go very fast, but James thought he had a very nice ride on the cart as they went to the mill.

13. He and Mr. Jones talked about many things, and you may be sure that when James got home he had much to tell.

LANGUAGE LESSON.

Tell how a cart differs from a wagon.

Write a word meaning the same as pull.

Write a word meaning the same as big.

When is wheat cut?

How is wheat made into flour?

When do farmers sow wheat?

What is a mill?

PRACTICE SENTENCES.

I have a load of wheat.

A little bird sang sweetly in its cage.

He is a little dog, but he thinks he knows a great deal.

Do you see how he barks at her, and how cross she looks?

Come, Fido, you must not bark at Biddy.

Two black eyes had little Kitty,

Black as any crow;

And they spied the little mousie,

Long time ago.

LESSON XIII.

Phonic Exercise.

ŷ sīt rīch rīdġe sġeve mŷth

Pronounce at sight.

wīn'ter	fāst	grāss	sleighs (slāz)
wīn'dōw	cōast	to-dāy'	jūmped (jūmt)
grānd'mä	quīte	swīft'ly	e nough' (nŷf)
mēr'ry	knōwŷ	stārŷ	glāss

Grandma and Puss.

1. See the flakes of snow! How fast they fall to-day!

2. Oh, we shall have fine sport if the snow falls until there is enough on the hill for us to coast.

3. We shall soon hear the merry bells of the sleighs as they go swiftly by.

4. The snow will soon be quite deep.

5. It will keep the wheat and the grass warm all winter.

6. How white the snow is! and it looks like little stars when it falls on my coat.

7. Poor Puss has been out in the snow, but she did not like it, so she jumped up on the window for grandma to let her in.

8. Did she talk to grandma?

9. Oh, no; Puss cannot talk, but she



put her face to the glass and said, "Mew! mew!" till grandma let her in.

10. Puss knows grandma is kind, and that she will not keep her out in the snow.

Write the lesson in your own words.

Write sentences containing the following words: flakes, enough, bells, coast, sleighs, merry, window, glass, said.

LESSON XIV.

Phonic Exercise.

ō sō bōth mōre blōat flōor

If Ever I See.

1. If ever I see,
 On bush or tree,
Young birds in their pretty nest,
 I must not in play
 Steal the birds away,
To grieve their mother's breast.
2. My mother, I know,
 Would sorrow so,
Should I be stolen away;
 So I'll speak to the birds
 In my softest words,
Nor hurt them in my play.
3. And when they can fly
 In the bright blue sky,
They'll warble a song to me;
 And then, if I'm sad,
 It will make me glad
To think they are happy and free.

LESSON XV.

Phonic Exercise.

ø nôt stöp shöp wash watch

Pronounce at sight.

plāy'ful	a frāid'	house	reached (rēcht)
trȳ'ing	vēr'y	tāil	called
bās'ket	wāit	gūess	gār'den
hăn'dle	wīse	down	sēemed

The Basket Ride.

1. My little kitty is very playful, but she is not very wise.

2. In our garden is a high post, which Kitty likes to climb.

3. One morning, when she first began to climb the post, and had reached the top, she was afraid to come down.

4. When I came out of the house, there she sat on the top of the post.

5. The fur stood up all over her back and tail, and all she could say was, "Mew! mew!"

6. I guess she was trying to ask me to help her down.

7. I saw how bad she felt, and how afraid she was that she would fall to the ground,

8. At first I did not know how to



help her, for I could not reach to the top of the post.

9. I called to her and called to her but she was afraid to come.

10. When I found that she did not know how to get down, I got a basket and tied the handle of it to a long pole.

11. Then I held the basket near the top of the post, and when I called, "Kitty, Kitty," she jumped into the basket, and I took her down.

12. She seemed so glad to be safe in the house that I thought she never would climb the post again.

13. But for a week or more, every morning she would climb the post and mew, and wait for me to take her down in the basket.

14. I guess she thought it was fun to have the ride in the basket, for she seemed to like it very much.

Language Lesson.—*Write the first paragraph in your own words.*

Why was Kitty afraid to come down from the post?

What made the fur stand up?

Write a short story about a kitten.

Script Exercise.—I she was trying to me to her down.

NOTE.—Fill the blanks, and write the sentence.

LESSON XVI.

Phonic Exercise.

o do move eool truth crew

Pronounce at sight.

hōl'lōw	hūn'gry	eān'not	asked (āskt)
wōn'der	gēt'ting	strōng	sure (shor)
mōth'er	fōol'ish	knōw	said (sēd)
broth'er	sūp'per	thrēe	wōrk

Three Little Owls.

1. Three little owls sat in the hollow of an old tree.

2. Their mother had gone out to try to catch a little mouse or two for them to eat.

3. One little owl said to his sisters, "Dear me! I wonder what makes mother stay away so long. I am getting hungry."

4. "Mother is a wise bird," said one of his little sisters, "and she will come back as soon as she can, I am sure."

5. "Maybe she has not yet found any mouse for us to eat," said the other little sister.

6. "It seems to me," said the brother, "that men are foolish to work when the sun is so warm and the light so strong.

7. "I wonder why they are not wise like the owls, who do their work when it is cool?"

8. Just then the mother-owl came home with a fat little mouse for their supper, and they asked her why men are not wise, like owls, who work at night.

9. "Dear me!" said the mother-owl, "I cannot tell—I do not know. But I guess men cannot see so well at night as we can, so they work when it is not so dark."

LANGUAGE LESSON.

Let pupils write answers in complete sentences.

Why do owls hunt for food at night?

On what do owls feed?

Write a word that means the opposite of wise ; one that means the opposite of warm ; one that means the opposite of strong.

Write a word that means the same as soon ; one that means the same as bad ; one that means the same as near.

LESSON XVII.

Phonic Exercise.

ū eūbe mūte blūe yōūr newz

Pronounce at sight.

bīrd'ie	fīn'ger	wher ēv'er	nēared
sīng'ing	quīck'ly	chīr'rup ing	shāke
flī'ing	glād'ly	ūn'der	hēad
wōund'ed	Nēl'ly	sōr'ry	good-bŷe

Good-bye, Little Birdie!

1. Good-bye, little birdie!

Fly to the sky,
Singing and singing
A merry good-bye.

2. Tell all the birdies,

Flying above,
Nell, in the garden,
Sends them her love.

3. Tell how I found you

Hurt in a tree;
Then, when they're wounded,
They'll come right to me.

4. I'd like to go with you,
If I could fly;
It must be so beautiful,
Up in the sky.



5. Why, little birdie,
Why don't you go?
You sit on my finger,
And shake your head, "No!"

6. He's off! Oh how quickly
And gladly he rose!
I know he will love me
Wherever he goes—
7. I know, for he really
Seemed trying to say,
'My dear little Nelly,
I can't go away.'
8. But just then some birdies
Came flying along,
And sang, as they neared us,
A chirruping song;
9. And he felt just as I do
When girls come and shout,
Right under the window,
"Come, Nelly—come out."
10. It's wrong to be sorry;
I ought to be glad;
But he's the best birdie
That ever I had.

LESSON XVIII.

Phonic Exercise.

ŭ ŭp sŭn rŭsh dŏne yŏung

Pronounce at sight.

chāse	plāy'ing	tīed	ēach
cāre	to gēth'er	rōpe	ōth'er
căch	bār'n'floor	trīed	dŏgs
căn	căch'ing	fīerce	lŏose



Trip and Ned.

1. Trip and Ned have had a chase after a rat.

2. Take care, little rat; the dogs will catch you if they can.

3. While John was playing with the dogs this morning, he tied them together with a rope.

4. When they went into the barn, they saw a rat at the corn on the barn-floor; so they both ran after him.

5. But Trip ran on one side of the post and Ned on the other, and the rope held them fast.

6. While they tried to get loose, the rat ran into a crack in the barn-floor, and now he is safe.

7. See how fierce they look as they try to catch the rat!

8. Oh, how they wish they could get at him! Wouldn't they have fun?

9. Trip did his best to catch the rat, and so did Ned; but each kept the other from catching it.

Language Lesson.—*Write sentences containing catch, rope, loose, fierce, fun, wouldn't.*

LESSON XIX.

Phonic Exercise.

u put push gŏod wŏod would

Pronounce at sight.

Bŭn'ny	dăm'age	bărk	trēes
răb'bit	sŏme'tīmes	yoŭng	grăss
eăb'bage	bŭnch'eş	ēarş	răilş
ăp'ples	thēm sëlves'	fielđş	stōneş

Our Pet Rabbit.

1. Here is our pet rabbit; his name is Bunny.

2. See what long ears he has!

3. What do you think rabbits eat?

4. They are very fond of cabbage, and they like hay.

5. They like apples too, and in the winter they often eat the bark of young trees.

6. Sometimes they do the bark so much damage that the trees die.

7. Bunny is very tame; and when we go into the garden, he often hops along after us.

8. Some rabbits are wild, and live in the fields all the year.

9. In winter they hide themselves in



bunches of grass,
or in piles of rails
or stones.

10. Rabbits are very good for food.

11. Most wild rabbits are gray, but some are white and others are spotted.

12. Sometimes boys catch rabbits in traps, and sometimes they hunt them with dogs.

13. Do you think you would like sport of this kind?

LESSON XX.

Phonic Exercise.

oi boil coin moist toy boy

Pronounce at sight.

Geôrge	plēase	be găn'	looked (lōōkt)
Ed'die	buīlt	ěmp'ty	shellš
līs'ten (sn)	nēar	ăn'gry	lĭmb
hĭgh'er	kěpt	hĭm self'	brōke

The Bird's Nest.

1. One day some boys took a walk in the woods, and as they went along they saw a bird's nest in one of the trees.

2. As soon as they saw it, one of the boys, whose name was George, said, "Let us climb up to it and get the eggs."

3. Little Eddie, who was with them, said, "Oh no; that would be very wrong. We must not steal the poor bird's eggs from the nest."

4. "What do I care?" said George. "I am going to try to get the eggs."

5. "Please don't, George. It is wrong for you to take the poor bird's eggs. You

should let her alone. She has built her nest, and she wants to rear her young there."

6. But George began to climb the tree; he would not listen to Eddie.

7. Up, up, he went, higher and higher, till he came at last to the nest.

8. It was hard work for him to climb, but he kept at it till he reached the nest.

9. But when he looked into it, he found only a few empty shells.

10. The young birds had left the nest just a few days before.

11. George was angry, but the other boys were glad that the birds had gone.

12. Poor George had gone out so far on the limb that it began to bend, and then it broke, and down he fell to the ground.

13. The tree was not very high, and he did not hurt himself much; but he did not care to hunt for any more birds nests after that.

LESSON XXI.

Phonic Exercise.

ou our loud mouth fowl town

Pronounce at sight.

sĕl'dom	snŭg	en joy'	tucked (tŭkt)
cōld'er	plŭmp	nòth'ing	shĭn'ing
còv'er	hĕad	fĕst'ing	sprĭng
rĕ'al ly	grōw	chĭl'dren	quĭ'et ly



The Toad's Good-Bye.

1. Good-bye, little children; I'm going away,
In my snug little home all winter to stay.

2. I seldom get up, when once tucked in my
bed,
And as it grows colder I cover my head.
3. I sleep very quietly all winter through,
And really enjoy it; there's nothing to do.
4. The flies are all gone, so there's nothing
to eat,
And I take this time to enjoy a good
sleep.
5. My bed is a nice little hole in the ground,
Where, snug as a bug, in the winter I'm
found.
6. You might think long fasting would make
me grow thin,
But no ! I stay plump as when I go in.
7. And now, little children, good-bye, one
and all ;
Some warm day next spring I shall give
you a call.

8. I'm quite sure to know when to get out of bed—

When I feel the warm sun shining down on my head.

LANGUAGE LESSON.

Write answers to the following:

1. *Where does the toad stay in winter?*
2. *Write a word instead of seldom.*
3. *Write the word there's in full.*
4. *On what do toads live?*
5. *Write the word I'm in full.*
6. *What is the meaning of fasting?*
7. *Write a word instead of enjoy.*
8. *Write a word instead of snug.*
9. *Write a word instead of plump.*

SLATE EXERCISE.

*And now little children
Good bye, one and all.
Some fine day next spring
I shall give you a call.*

LESSON XXII.

Phonic Exercise.

b bānd bēnd bīn bōg būn

Pronounce at sight.

en joy'	pēo'ple	fāst'er	chased (chāst)
plēaș'ant	be liēve'	cān'not	hāv'ing

be cauze'

bārks

sīght

trāin

rāçe

bōat



Dick and the Cars.

1. Here come the cars. See how fast the train runs!

2. We must keep out of the way, or we may be hurt.

3. Shall we take a ride in the cars? I think you would enjoy it, for it is very pleasant.

4. The boat and the cars seem to be having a race.

5. The boat runs very fast, but the cars run faster.

6. We can see the people in the cars look at us as they go by.

7. Our dog Dick runs after the cars and barks at them, but they will soon be out of sight.

8. He can run very fast, but not fast enough to catch the cars.

9. Here, Dick, come back; you cannot catch the train.

10. Dick likes to race with the cars and make us believe that he has driven them away.

11. He would like to say to us, if he could, "Did you see me do that? Did you see how they ran when I chased them?"

12. Oh, Dick, that will not do! You cannot make us believe that the cars ran on because they were afraid of you.

13. You are a wise old dog, and a brave one, but you cannot make us believe that you chased the cars away.

LESSON XXIII.

Phonic Exercise.

d dīd dāme dōll dūll dō

Pronounce at sight.

mam mā'	your sēlf'	lis'ten (līs'sn)
prēs'ent	tā'ble	a gain' (ġēn)
bīrth'day	quī'et	school (skoōl)
Dōl'ly	how	drēss

My Doll.

1. Do you see my doll? Her name is Pet.

2. My mamma gave her to me as a present on my birthday.

3. Do you see how she can sit up on the table?

4. It is time for me to go to school, and I just want to tell Dolly to be a good girl till I come home again.

5. Now, Dolly, I want you to listen to me.

6. Mamma says it is time for me to go to school now, so I must be off.

7 You must be a very good girl till I come back.

8. You must sit on the table, and take



care that you do not fall off; for if you fall, you may hurt yourself.

9. Mamma will come in to see you now and then, and I want you to be very nice

10. When I come home, I will put you in your bed, and you shall have a nap.

11. When your nap is over, I will take you up and dress you again.

12. Good-bye, Dolly; I will be back soon

13. Do you see how quiet she sits and listens to me?

14. I know that Dolly will not move till I come back from school.

LESSON XXIV.

Phonic Exercise.

g̃ gō gīg gīrl gāme plāgue

Pronounce at sight.

a rīght'	něv'er	sūe ċeed'
lēs'sonș	stŭm'ble	re ward'
stānd'ing	down'eást	sure'ly (shōor)
gāz'ing	al'ways	per se vēre'

Drive the Nail Aright.

1. Drive the nail aright, boys;
Hit it on the head;

Strike with all your might, boys,
Ere the time has fled.

2. Lessons you've to learn, boys;
Study with a will:
They who reach the top, boys,
First must climb the hill.
3. Standing at the foot, boys;
Gazing at the sky,
How can you get up, boys,
If you never try?
4. Though you stumble oft, boys,
Never be downcast;
Try and try again, boys:
You'll succeed at last.
5. Always persevere, boys,
Though your task is hard;
Toil and happy trust, boys,
Bring their own reward.
6. Never give it up, boys,
Always say you'll try;

You will gain the crown, boys,
Surely, by and by.

LANGUAGE LESSON.

Write a word instead of aright.

Write a word instead of ere.

Write the word you've in full.

Write a word instead of gazing.

Write a word instead of oft.

Write the word you'll in full.

Write words meaning the same as persevere.

What does toil mean?

What does "happy trust" mean?

What does "by and by" mean?

LESSON XXV.

Phonic Exercise.

j jär jŭg joint gēm gībe

Pronounce at sight.

Brown'ie	ae'ci dent	want'ed	băd'ly
be eāme'	hăp'pened	with out'	eăr'ried
brök'en	těll'ing	a bout'	eôm'ing

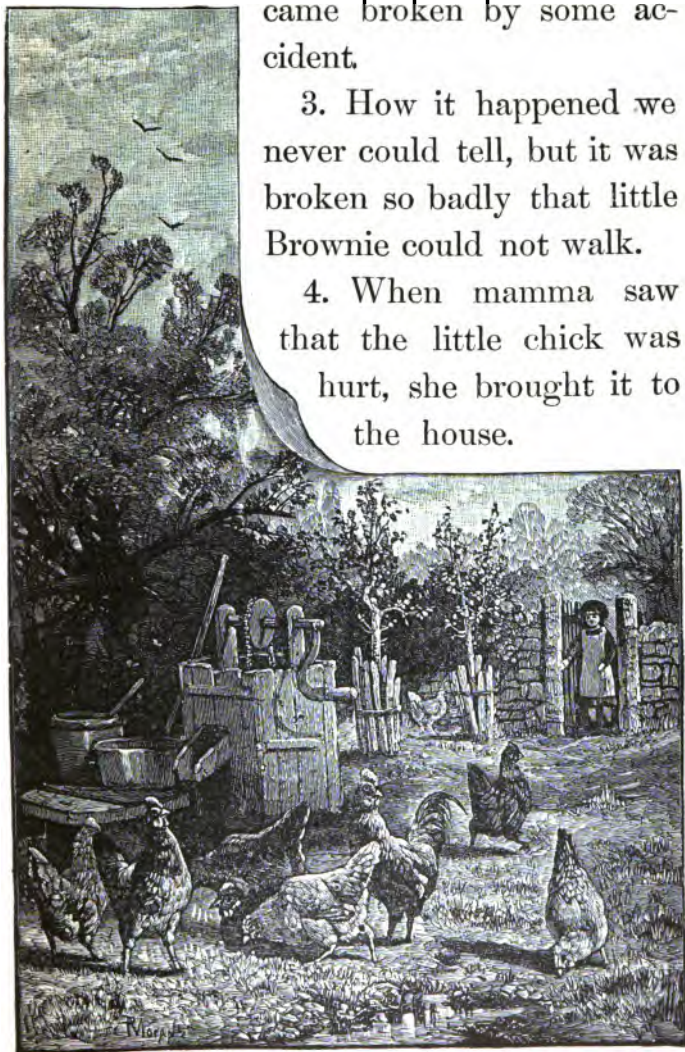
Brownie.

1. Brownie is the name of my pet hen.
2. When Brownie was a very little chick,

not more than three weeks old, her leg became broken by some accident.

3. How it happened we never could tell, but it was broken so badly that little Brownie could not walk.

4. When mamma saw that the little chick was hurt, she brought it to the house.



5. Then she took a string and some little sticks and bound up the leg.

6. Mamma then gave Brownie to me, telling me that the little chick was mine if I would take care of it.

7. I was a very happy little girl when I found Brownie was mine, and she soon took the place of my doll.

8. I carried the little thing with me nearly all the time until she was well enough to run about by herself.

9. By that time Brownie had learned to love me so well that she always wanted to be with me.

10. But Brownie could not be a chick always, so she grew up to be a very pretty hen.

11. She is still my pet, and still as fond of me as ever.

12. She sleeps in the coop with the other hens at night, but she never sees me come to the gate without coming to meet me there.

13. Then as I walk about she runs along by my side, and seems to be very happy.

14. If I sit down, Brownie is sure to jump into my lap and sit there, just as she did when she was a little chick.

15. Is not Brownie a nice little hen?

LANGUAGE LESSON.

Write a sentence containing the word meet; also one containing the word meat.

Write a sentence containing the word would; also one containing the word wood.

Write a sentence containing the word broke; also one containing the word broken.

Write a sentence containing the word lap; also one containing the word jump.

Copy the following, and fill the blanks:

Brownie was chick.

Mamma to me.

She is my

Isn't a hen.

LESSON XXVI.

Phonic Exercise.

l lǒg lǒt lǎmb lāke lǐ'y

Pronounce at sight.

Tǎb'by	count	pēr hǎps'	cāre'ful
přet'ure	spōōls	sō'ber	sŭp'per
elimb'ing	wōn'der	thīnk'ing	trŷ'ing
whīte	kīt'tenŝ	yārñ	join

Tabby and her Kittens.

1. I have a black and white cat; her name is Tabby.

2. Here is a picture of Tabby and her kittens.

3. How many kittens do you see? Count them.

4. One, two, three. There are three of them. One of them is black, and one is white.

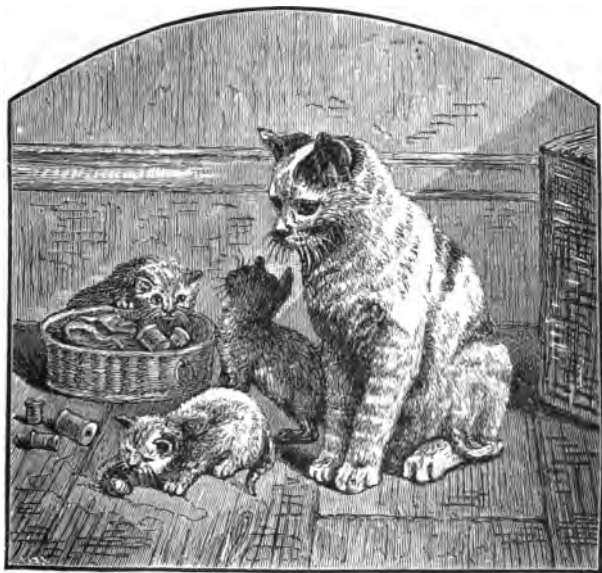
5. Mamma has left her work-basket in the room, and the kittens are having some fun with her spools.

6. One of the kittens has a ball of yarn, and one is climbing into the basket.

7. Tabby looks very sober, but she is nearly as fond of play as her kittens are.

8. I wonder what she is thinking about now ?

9. Perhaps she is trying to think where



she can find a nice mouse or two to make a supper for the kittens.

10. Tabby is very careful of her kittens now, but she will soon let them catch rats and mice for themselves.

11. She will let you play with the kittens, but she will not let anything harm them.

12. If you roll a ball or a spool on the floor, the little kittens will run after it.

13. Sometimes Tabby will join in the play, for she is a nice old cat.

LANGUAGE LESSON.

Write the word meaning more than one cat.

Write the word meaning more than one rat.

Write the word meaning more than one mouse.

LESSON XXVII.

Phonic Exercise.

m măn mŭm dāme gāme rōam

Pronounce at sight.

wiſ'er	breāk	a eröss'	looked (löökt)
o beyed'	strānge	elōtheſ	a gain' (gĕn)

Harry and the Ice.

1. Harry is a little boy who thought he was wiser than his mother.

2. One day, in winter he thought he would try the ice on the pond.

3. He knew that his mother did not wish him to go on the ice, but he said to himself, "There is no harm, and I will try it."

4. So he went down to the pond, and put first one foot on the ice, and then the other.

5. The ice did not break, so he thought he would take a slide.

6. He stood on the bank, and, taking a good run, away he went to the other side of the pond.

7. Then he stood and looked at the ice, and said to himself, "Oh, but that was a nice one! I'll try it again."

8. So over he went four or five times, and the ice did not even crack.

9. "How strange," he said, "that mother does not wish me to go on the ice, when it is so strong!"

10. So he took a long run once more, and tried again to slide; but this time he did not get more than half-way across the pond.

11. As soon as he stood still the ice began to break, and Harry went through into the water.

12. The water was not deep, and it was easy for him to get out; but his clean clothes were very wet, and his shoes were full of mud and water.

13. How much better it would have been for Harry if he had obeyed his mother! but it was now too late.

14. He did not mean to be a bad boy, and he was very sorry that he had gone on the ice, for he saw that, after all, his mother knew better than he.

LANGUAGE LESSON.

Write a word meaning the same as little.

Write a word instead of mother.

Write a word instead of wish.

Write a word instead of harm.

Write the expression I'll in full.

Write a word instead of still.

Write a sentence containing the word obeyed.

Write a sentence containing the word mean.

LESSON XXVIII.

Phonic Exercise.

n nō nāme nōne noun nīne

Pronounce at sight.

house'wives	plāy'ing	coōk'ing's	mīn'utes
flour	gōld'en	dāin'ty	shīn'gle
blūe'bird	bounç'es	watch'es	squīr'rel
bush'y	toil'ing	pēb'bles	rōad'side

Mud Pies.

1. Tell me, little housewives,
 Playing in the sun,
 How many minutes
 Till the cooking's done?

2. Henry builds the oven,
 Lucy rolls the crust,
 Clara buys the flour,
 All of golden dust.

3. Pat it here, and pat it there;
 What a dainty size!
 Bake it on a shingle—
 Nice mud pies!

4. Don't you hear the bluebird
High up in the air?

"Good-morning, little ones!
Are you busy there?"

5. Pretty Mr. Squirrel
Bounces down the rail,
Takes a seat and watches,
Curls his bushy tail.

6. Twirl it so, and mark it so
(Looking very wise);
All the plums are pebbles:
Rich mud pies!

7. Arms that never weary,
Toiling dimple-deep,
Shut the oven door now;
Soon we'll take a peep.

8. Wish we had a shower:
Think we need it so;
That would make the roadside
Such a heap of dough!

9. Turn them in, and turn them out;
 How the morning flies!
 Ring the bell for dinner—
 Hot mud pies!

LANGUAGE LESSON.

What is meant by "the cooking's done"?

Write Mr. in full.

What is meant by "golden dust"?

What is meant by "Toiling dimple-deep"?

Write a sentence containing the word buy; also one containing the word by.

Write a sentence containing the word here; also one containing the word hear.

Write a sentence containing the word flour; also one containing the word flower.

PRACTICE SENTENCES.

Good-bye, little children; I'm going away.

The flies are all gone, so there's nothing to eat.

Shall we take a ride in the cars?

Now, Dolly, I want you to listen to me.

Try and try again, boys;

You'll succeed at last.

LESSON XXIX.

Phonic Exercise.

r bĭrd hărd hărm wôrd ôr'der

Pronounce at sight.

Mous'ie	pöck'ets	helped (hĕlpt)
stărt'ed	quĭck'ly	scăred
hŭr'ry	măt'ter	some'thing (sŭm)
ĕat'ing	brĕak'fast	tŭrned

The Mouse that Took a Ride.

1. One morning, as Harry and his little sister May were about to start to school, May said, "Wait, Harry; I must get my coat."

2. Her mamma helped her to put the coat on, and off the two children ran.

3. They had not gone very far when May put her hands into her pockets to keep them warm.

4. But she drew them out again very quickly.

5. What do you suppose made her look so scared?

6. Harry said to her, "What is the matter, May?"

7. "Oh, Harry, there is something in my pocket, and it is alive!"

8. Harry could not think what it could be, so he peeped in.

9. Sure enough, there was something alive in her pocket: it was a little mouse.

10. May had a cake in her pocket, and Mousie was just eating his breakfast when she started to school.

11. He had not time to get out, for May was in a hurry; so he too had to start to school.

12. Just think! there was a little mouse going to school, and he would have to sit so quiet all day long!

13. When May put her hand on him, he was scared quite as much as she was.

14. But Harry soon turned him out of the pocket, and Mousie ran away as fast as he could.

LESSON XXX.

Phonic Exercise.

r răt răn rîng rîght rōad

Pronounce at sight.

house	Jěn'nie	thŭn'der	ev'er y thing
frîendŝ	Spōrt	noîŝe	dîs'tance
ġuëŝŝ	a frāid'	a hëad'	to ġëth'er

The Two Little Friends.

1. I have at my house two little friends that seem to be very fond of each other.

2. One has four feet, but the other has only two.

3. Can you guess who these little friends are?

4. Ah, yes! it is little Jennie and her dog Sport.

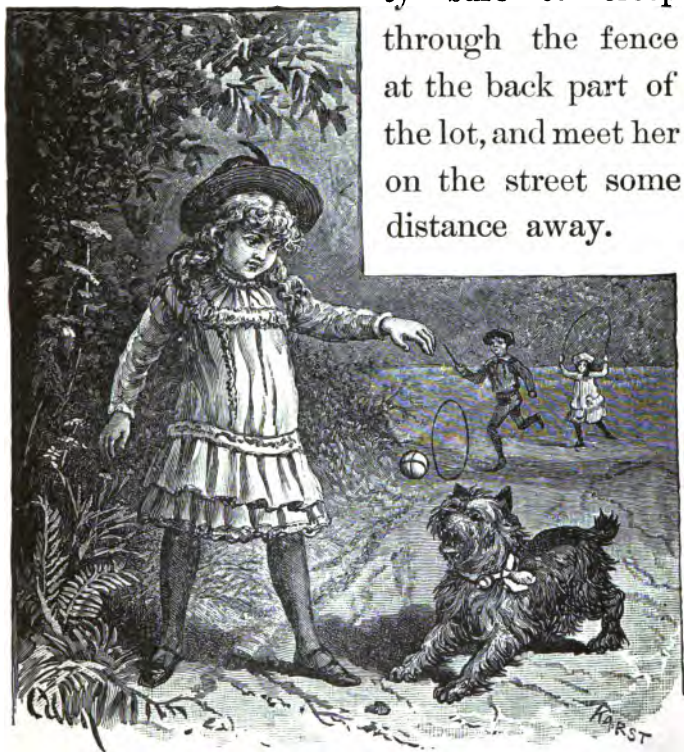
5. When Jennie takes a walk or goes to play with other little girls, her friend Sport is sure to go along.

6. He runs ahead and barks, as if he thought he could drive away everything that might harm her.

7. When she tries to send him back

home, sometimes he goes and sometimes not.

8. When he does go home, he is pretty sure to creep through the fence at the back part of the lot, and meet her on the street some distance away.



9 If any other dogs or any cows come along the street, Sport runs at them and chases them away if he can.

10. But sometimes he gets into a fight and is badly hurt.

11. Often when the two come home together Sport runs along and, as he looks up in Jennie's face, barks all the time.

12. He seems to think it is great fun to make a noise, but there is one kind of noise which he does not like.

13. Shall I tell you what it is?

14. Sport is very much afraid of a gun; and when he hears any one shoot, he is sure to run away and hide.

15. When storms come up in summer, he seems to think that the thunder is a big gun.

16. So he tries to get into the house, and we often find him hiding himself under a bed until the storm is past.

Language Lesson.—*Write a sentence containing the word harm.*

Write a sentence containing the word thought.

Write a sentence containing the word distance.

Write a sentence containing the word noise.

Write a word meaning the same as big.

LESSON XXXI.

Phonic Exercise.

v vīne vīle vāin vīn'e ġar

Pronounce at sight.

lēt'ter	fēath'er	răck'et	proud'ly
elō'ver	jăck'et	pĭck'ing	cōl'orș
Rō'ver	tûr'keys	pēa'cock	ăn'swer

A Little Girl's Letter.

1. Dear grandma, I will try to write
 A very little letter;
 If I don't spell the words all right,
 Why, next time I'll do better.

2. My little rabbit is alive,
 And likes his milk and clover;
 He likes to see me very much,
 But is afraid of Rover.

3. I've got a dove as white as snow:
 I call her "Polly Feather;"
 She flies and hops about the yard
 In every kind of weather.

4. I think she likes to see it rain,
For then she smooths her jacket,
And seems to be so proud and vain
The turkeys make a racket.
5. The hens are picking off the grass,
And singing very loudly ;
While our old peacock struts about
And shows his colors proudly.
6. I guess I'll close my letter now :
I've nothing more to tell ;
Please answer soon, and come to see
Your loving little Nell.

LANGUAGE LESSON.

Write the expression don't in full.

Write the expression I'll in full.

Who is meant by "Rover" ?

Write words meaning the same as I've.

Write a sentence containing the word write.

Write a sentence containing the word right.

What is meant by the dove's "jacket" ?

Write a word meaning the same as racket.

Write this letter on your slate in your own words.

LESSON XXXII.

Phonic Exercise.

t tăn tîn ăt tōne tăt'ter

Pronounce and write in sentences.

quēer	brīght'er	to-nīght'
mōon	thīr'teen	whōle
shīneș	fāçe	piēçe

Harry and the New Moon.

1. "Oh, sister, come and see how queer the moon looks to-night!

2. "Why is the moon sometimes round and at other times not?

3. "It looks to-night as if some one had cut a piece out of it. What makes it look so, sister?"

4. "The moon is always round, Harry."

5. "Why, no; that cannot be. It is not round to-night, I am sure."

6. "Yes, it is round to-night, but you do not see the whole of it."

7. "Tell me about it, sister."

8. "Well, I will, Harry; so listen.

9. "The moon only gives light, or looks bright to us, because the sun shines on it,



just as a piece of tin looks bright when the sun shines on it.

10. "Now, if we hold a piece of tin so that we can see the side on which the sun

shines, the tin looks brighter to us; and if we see the side of the moon on which the sun shines, the moon looks bright to us.

11. But the part of the moon on which the sun does not shine is dark to us, and we cannot see it.

12. When we see only a little of the moon's bright side, we call it new moon; and when we see the whole of the bright side, we call it full moon.

LESSON XXXIII.

Phonic Exercise.

y yēs yōū yēll yōn'der

Pronounce and write in sentences.

Chär'lie	pēr hāps'	ēas'y	châir
bās'ket	eūd'dled	eâre'ful ly	hopped (höpt)
quĭck'ly	a wōke'	be ġăn'	strĕtch

Charlie and his Kitty.

1. "Where has my little basket gone?"

Said Charlie boy, one day;

"I guess some little boy or girl
Has taken it away.

2. "And Kitty, too! where has she gone?
Oh, dear! what shall I do?
I wish I could my basket find,
And little Kitty too.

3. "I'll go to mother's room and look:
Perhaps she may be there,
For Kitty likes to take a nap
In mother's easy-chair.

4. "Oh, mother! mother! come and look!
See what a little heap!
My Kitty's in the basket here,
All cuddled down to sleep."

5. He took the basket carefully,
And brought it quickly in,
And showed it to his mother dear,
With little Kitty in.

6. But little Kitty soon awoke,
And, looking all about,

Began to purr, and then to stretch,
And very soon hopped out.

LESSON XXXIV.

Phonic Exercise.

z zōne zē'bra rōse rēa'son

Pronounce and write in sentences.

erūmbș	ġround	snōw'birdș
thrōwș	fiēldș	spār'rowș
frīght'en	a frāid'	be cōme'

The Little Birds.

1. Do you see the kind old man and the little birds?

2. They come to get some seeds and crumbs, which they know he will give to them.

3. He brings them crumbs every day, so they are not afraid of him.

4. Some of them sit on his arm, and others on his hat; and when he throws the crumbs on the ground, they all fly down to eat.

5. He does not chase nor frighten them, so they come to see him every morning.



6. If we are kind to the birds and let them feed on the crumbs, they will become quite tame.

7. In winter, when there is much snow on the ground, the birds cannot find any food in the fields.

8. If they could find food in the fields, they would not come so near to us.

9. Can you tell what kind of birds these are?

10. They look like snow-birds; perhaps they are sparrows.

11. Do you throw stones at the little birds when you get a chance?

12. Some boys are very rude, and unkind to the birds.

13. Good boys do not like to frighten or hurt them.

LANGUAGE LESSON.

Write a word instead of frighten.

Write a word instead of rude.

What is the meaning of "food"?

Write a word instead of kind.

Write a word instead of old.

Write a word instead of near.

LESSON XXXV.

Phonic Exercise.

th thēn thīś thūs thōse wīth

Pronounce and write in sentences.

kītch'en	truth'ful	mōved	walks
it sēlf'	writ'ten	āct'ive	elōck
pā'tient	o blīg'ing	talk'a tive	rēach'es

The Old Kitchen Clock.

1. Listen to the kitchen clock!

To itself it ever talks,

From its place it never walks;

"Tick-tock, tick-tock."

Tell me what it says.

2. "I'm a very patient clock

Never moved by hope or fear,

Though I've stood for many a year;

Tick-tock, tick-tock."

That is what it says.

3. "I'm a very truthful clock;

People say, about the place,

Truth is written on my face;

Tick-tock, tick-tock."

That is what it says.

4. "I'm a very active clock,
For I go while you're asleep,
Though you never take a peep;
Tick-tock, tick-tock."
That is what it says.

5. "I'm a most obliging clock:
If you wish to hear me strike,
You may do it when you like;
Tick-tock, tick-tock."
That is what it says.

6. What a talkative old clock!
Let us see what it will do
When the pointer reaches two;
"Ding—ding—tick-tock."
That is what it says.

LANGUAGE LESSON.

Write the expression you're in full.

Write in full the expression I've stood.

Write sentences containing each of the following words:

active, patient, moved, hope, fear, truthful, people, obliging, talkative.

LESSON XXXVI.

Phonic Exercise.

zh glā'zier ō'sier āz'ure ġrā'zier

Pronounce and write in sentences.

eŭn'ning	al'ways	barked (bärkt)
wŭn'dow	rěad'y	jumped (jŭmt)
sehool'house	seratch'es	through (throō)

**Our Little Dog Ben.**

1. We have a little dog whose name is Ben; he is a very cunning little dog, and knows a great many tricks.

2. Little Ben is always ready for play, and always ready for a walk.

3. When I go to bring the cows home, Ben is sure to be along with me, and he runs about all the time.

4. Sometimes, when he is shut out of the house, he will come to the door and bark till we let him in.

5. One day when we shut him out he came to the door and barked, and barked, for a long time, but no one would open the door.

6. When he found that we would not listen to him, he went to the side of the house and jumped up on a box, so that he could look in at the window.

7. When he saw us all in the room, he could not wait any longer; so he jumped through the window, and, of course, broke the glass.

8. Mamma did not like it much, but she did not scold Ben.

9. Sometimes Ben goes with me to

school; but when he sees me go into the school-house, he starts for home.

10. He does not like to go to school, for we have no books to please him.

11. Ben does not sleep out of doors at night. If we do not let him in soon after dark, he comes up to the door and scratches at it and barks till we open the door for him.

12. He seems to think that he must always be with us when we play; and when we start, we are always sure to call him and take him along.

Let the pupil copy the following and fill the blanks:

*He does _____ like _____
to school.*

*He is. a nice _____
dog.*

LESSON XXXVII.

Phonic Exercise.

ng sǐng thǐng sǒng sǐng'ing

Pronounce and write in sentences.

snōw'-storm	plēas'ant	thǎnk'ful	bright
chēer'ful	pre pâres'	rīs'es	mōve
tō'ward	be cǎuse'	a wāy'	pūre

“Wake up, Willie!”

1. Wake up, Willie! wake up! Come and see the snow.

2. How the wind blows, and how it drives the snow along!

3. Who would have thought, when we went to bed last night, that we should have such a snow-storm this morning!

4. How bright the sun seemed just before it went down!

5. The sun shone all day, and the weather was as pleasant as could be.

6. Now it is cold and stormy, and we are all glad to stay in the house.

7. How glad we should be when the sun shines all the day to warm the earth and make the air pure and fresh!

8. How thankful we should be, too, that we have night, when we may all rest from our work!

9. Rest makes us all the more bright and cheerful, and prepares us for our work again.

10. Can you tell where the sun rises and where it sets?

11. It seems to move from the east to the west, but it does not move.

12. The earth turns around like a ball, and as it turns us toward the sun the sun seems to rise.

13. When it turns us away from the sun, the sun seems to set, or go down.

14. The sun is very large, but it looks small to us because it is so far away.

Tell where the sun rises.

Tell where the sun sets.

Why is it dark at night?

LESSON XXXVIII.

Phonic Exercise.

p pĭn păn put pĭpe pŏp

Pronounce and write in sentences.

crawls	be liêve'	răin'bows	elôthes
com plăins'	be twēen'	bŭz'zing	laced (lăst)
pĕd'dler's	un der stănd'	spĭ'ders	căn'dle-light
ġeil'ing	sĕ'cret	sprĕad	tŏngues

The Fly Song.

- Baby bye, here's a fly;
 We will watch him, you and I.
 How he crawls up the walls!
 Yet he never falls.
 I believe, with those six legs
 You and I could walk on eggs!
 There he goes on his toes,
 Tickling baby's nose.
- Spots of red dot his head,
 Rainbows on his wings are spread;
 That small speck is his neck—
 See him nod and beck!

I can show you, if you choose,
Where to look to find his shoes—
Three small pairs made of hairs,
These he always wears.

3. Black and brown is his gown,
He can wear it upside down;
It is laced round his waist—

I admire his taste!

Pretty as his clothes are made,
He will spoil them, I'm afraid,
If to-night he gets sight
Of the candle-light.

4. In the sun webs are spun—
What if he gets into one!
When it rains he complains
On the window-panes.

Tongues to talk have you and I;
God has given the little fly
No such things; so he sings
With his buzzing wings.

5. He can eat bread and meat,—
There's his mouth between his feet;

On his back is a sack
Like a peddler's pack.
Does the baby understand?
Then the fly shall kiss her hand;
Put a crumb on her thumb,
Maybe he will come.

5. Round and round on the ground,
On the ceiling he is found.
Catch him? No. Let him go—
Never hurt him so.
Now you see his wings of silk
Drabbled in the baby's milk;
Fie! oh, fie! foolish fly,
How will you get dry?
7. All wet flies twist their thighs;
So they wipe their heads and eyes.
Cats, you know, wash just so,
Then their whiskers grow.
Flies have hair too short to comb;
Flies go all bareheaded home;
But the gnat wears a hat—
Do you laugh at that?

8. Flies can see more than we,
So how bright their eyes must be!
Little fly, mind your eye:
Spiders are near by.
For a secret I can tell:
Spiders will not treat you well.
Haste away—do not stay—
Little fly, good-day!

LANGUAGE LESSON.

Write answers to the following questions:

What is meant by "here's a fly"?

What is meant by "I'm"?

What is meant by "There's his mouth"?

Tell what is meant by the following:

"Rainbows on his wings are spread."

"Black and brown is his gown."

"So he sings

Buzzing with his wings."

"His wings of silk."

"Little fly, mind your eye."

Why can a fly see more than we?

How can a fly crawl on the ceiling?

Write words instead of the following: watch, speck, beck, admire, afraid, rainbows, maybe, drabbled, foolish, mind.

LESSON XXXIX.

Phonic Exercise.

k kĭn kind tĕke eĕke eōld

Pronounce and write in sentences.

ĕar'ly	plĕn'ty	wōrk'ers	ealled
hōn'ey	ġăth'er	smăll'est	hatched (hăcht)
flow'ers	eăr'ry	lărg'est	quĕen

The Busy Bees.

1. How busy are the little bees!
2. Early in the day, as soon as the sun shines, they come out of their hives and search for honey in the flowers.
3. All summer long they work to gather honey for their food in winter.
4. They are never idle when they ought to be at work.
5. They are busy while the flowers last; and when winter comes, they have plenty of food.
6. Did you ever see bees gather honey?
7. They fly from flower to flower, and

gather honey from each one, and then carry it to their hives.

8. In the hives they make cells of wax, in which they put the honey.

9. In every hive there is one bee called the queen. She is the mother of all the young bees.

10. The queen lays a great many eggs, out of which the young bees are hatched.

11. The bees which do not work are called drones.

12. The workers are the smallest bees in the hive, and the drones are the largest.

13. The workers can sting, but the drones can not.

14. Which should we be like—the workers or the drones? Should we be busy or idle?

MEMORY LESSON.

Copy and commit the following:

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower!

LANGUAGE EXERCISE.

*Write a sentence containing the word **bee**; also one containing the word **be**.*

*Write a word meaning the same as **search**.*

*Write a word meaning the same as **plenty**.*

*Write a sentence containing the word **cells**; also one containing the word **sells**.*

Why are people who do not work called "drones"?

LESSON XL.

Phonic Exercise.

ch ärch chûrch chĭn choiçe

Pronounce and write in sentences.

yěl'low	lĭl'ies	blös'soms	dăf'fo dil lies
fěl'low	hŭm'ming	thĭs'tle	cŏl'um bine
jŏl'ly	frā'grant	dāis'y	lĕv'ies
mĕad'ow	toil'ing	wĕa'ry	drĕar'y

The Song of the Bee.

1. Buzz! buzz! buzz!

This is the song of the bee.

His legs are of yellow;

A jolly good fellow,

And yet a great worker, is he.

2. In days that are sunny
He's getting his honey;
In days that are cloudy
He's making his wax:
On pinks and on lilies,
And gay daffodillies,
And columbine blossoms,
He levies a tax.
3. Buzz! buzz! buzz!
The sweet-smelling clover
He, humming, hangs over;
The scent of the roses
Makes fragrant his wings;
He never gets lazy:
From thistle and daisy
And weeds of the meadow
Some treasure he brings.
4. Buzz! buzz! buzz!
From morning's first light
Till the coming of night
He's singing and toiling
The summer day through.

Oh! we may get weary
And think work is dreary:
'Tis harder by far
To have nothing to do.

LANGUAGE LESSON.

Write all you can about bees.

Write the names of the flowers mentioned in this lesson.

Write the following in full: He's, 'Tis.

LESSON XLI.

Phonic Exercise.

s sŭn săt sōld sĭs'ter sauce

Pronounce and write in sentences.

rōb'in	vēr'y	fruit	fōrmed
erū'el	bēr'ries	stēal	of ten (ōf'n)
măd'am	show'er	mēan	pret ty (prĭt'ty)

Fred and the Robin.

1. Do you see the robin? Is it not a pretty bird?
2. See it sit on the limb of the tree!
3. Do you think it might fall?
4. Fred sits and looks at the robin while it sings.

5. It will not fall off the limb. The feet of the robin are so formed that it



can sit as well on the limb as on the ground.

6. How very tame the robin is! It is not at all afraid of us.

7. It will build its nest on some tree close to the house,

8. You may pass the nest often, and Madam Robin will not fly away.

9 Some boys like to make a pet of the robin, but I have seen cruel boys throw stones at the poor bird.

10. Robins are very fond of fruit, but they do not mean to steal when they take our berries.

11. Hear how the robin sings after the shower of rain is over and the clouds are gone!

12. It seems to be glad that the sun shines again.

13. What a pretty bird the robin is, and how happy it seems to be!

14. Let us be kind to the birds and teach them to love us.

LANGUAGE LESSON.

Complete and write the following sentences:

The is a bird.

Do not it

Come,, for us.

Let us be to the

LESSON XLII.

Phonic Exercise.

f fit fun fold wife five

Pronounce and write in sentences.

night'-gown	eō'si er	e nough' (nūf)
blēss'ed	a slēep'	hāst'en
bēd'time	lī'ies	snūg'ly
pīl'low	trīce	gōōd-night'

A Little Girl's Song to her Dollie.

1. Lie down, little Dollie, quite still on my lap ;
 I'll hasten to put on your night-gown
 and cap ;
 You've been wide awake all this long
 blessed day—
 I'm sure, long enough for a dolly to play.
- 2 The bright sun went down more than
 two hours ago ;
 'Tis long past your bedtime, you very
 well know :
 The stars are now peeping from out the
 blue skies,
 Then go to sleep, Dollie ! come, shut
 your blue eyes.

3. A soft little pillow lies under your head :

Had ever a dolly a cosier bed ?

I'll cover you up, now, so warm and so nice.

There! stop your cries, Dollie; hush!
hush! in a trice.

4. Mamma says the flowers were asleep long ago—

Sweet roses, pure lilies—their heads drooping low ;

She says 'tis a lesson for me and for you,
That children and dollies should be asleep too.

5. Hark! Susan is calling; now out goes the light;

I'll tuck you up snugly and kiss you good-night.

'Tis time you were sleeping, for do you not know

The dear little birds went to sleep long ago ?

LESSON XLIII.

Phonic Exercise.

th thín thănk lăth thĭck

Pronounce and write in sentences.

prây'er	prăyed	lĭ'ons	rĕad
prăy'ing	ăn'gel	tĕach	thee

Now I Lay me Down to Sleep.

1. "Now I lay me down to sleep,
I pray thee, Lord, my soul to keep;
If I should die before I wake,
I pray thee, Lord, my soul to take."



2. What a pretty prayer this is! How nice it would be if every little boy and every little girl would say this prayer every night!

3. How much God would love them, and how happy they would be!

4. Have you ever read of Daniel, and how they tried to make him stop praying?

5. He prayed three times every day, and they put him into the lions' den.

6. But he was a good man, and God loved him, and would not let the lions hurt him.

7. God sent his angel to shut the lions' mouths, so that they could do no harm to Daniel.

8. When the king found that the lions had done Daniel no harm, he was very glad, and he ordered them to take Daniel out of the lions' den.

9. I wish that we were all as good as Daniel was.

10. We all can pray. God will teach us how to pray.

LANGUAGE LESSON.

Write sentences containing the following: den, Daniel, pray, thee, teach, learn, loved.

Questions.—Who was Daniel? Where is the story of Daniel told? Why did they put him into the lions' den?

LESSON XLIV.

Phonic Exercise.

h hōp hăt hĩş hōpe hărm

Pronounce and write in sentences.

stō'ry	sin ġere'ly	placed (plāst)
Jē'sus	be lōw'	a mōng'
ŭn'to	a bōve'	Sāv'ior

A Child's Wish.

1. I think, when I read that sweet story of
old—

How, when Jesus was here among
men,

He called little children as lambs to
His fold—

I should like to have been with them
then.

2. I wish that His hands had been placed
on my head,

That His arms had been thrown
around me,

And that I might have seen His kind
look when He said,

"Let the little ones come unto me."

3. Yet still to my Savior in prayer I may
go,
And ask for a share in His love,
I know, if sincerely I seek Him below,
I shall see Him and hear Him above.

LESSON XLV.

Phonic Exercise.

ê = â êre thêre whêre bêar thêir

Pronounce and write in sentences.

kīt'ten	plēase	plēased	laughed (läft)
stüd'y	whēth'er	be löng'	asked (äskt)
räth'er	söb'bing	want'ed	knew (nū)
här'd'ly	bush'es	gär'den	hēard

I Wish I were a Kitten.

1. "I wish I were a kitten," said Kate one day; "kittens do not have to go to school and sit in the house all day and study."

2. "I would much rather run about all day and do as I please. I do not like to go to school when the days are so nice."

3. "Well, you may be a kitten if you wish," said her mother, "and do just as you please. Put away your books and try it one day. Maybe you will like it."

4. Little Kate hardly knew whether to be glad or not, but at last she thought she would like to be a kitten for one day.

5. So she laughed, and ran into the garden to do as she pleased. Very soon her mother heard Kate cry, but she did not go to see her.

6. In a little while poor Kate came in with her dress torn and her face scratched by the bushes.

7. "Go out, cat!" said her mother. "Cats must stay out of doors, where they belong."

8. Kate did not know whether to laugh or to cry, but she thought it better to laugh, and out she ran again.

9. She soon began to think that, after all, this was not so funny; so, when she

saw her mother start to the store, she wanted to go too, but her mother said, "No, Puss; I never take cats with me to the store."

10. Poor Kate began to feel sorry that she was even playing kitten.

11. When supper-time came, she was told that the kittens were always fed from a dish on the kitchen floor, and that she must eat with the rest of the kittens. "Kittens never sit at the table," said her mother.

12. When night came, little Kate could bear it no longer, so she ran sobbing to her mother and asked to be her child again.

13. "I don't want to be a kitten, mother. I would rather study hard and go to school every day of my life."

LANGUAGE LESSON.

Write the meaning of funny, glad, sorry, sobbing.

Write the words meaning the same as don't.

Write a word meaning the same as mother.

Let the pupil tell the story in his own words.

LESSON XLVI.

Phonic Exercise.

=ē po liçe' fa tiġue' ma ċhīne' va liſe'

Pronounce and write in sentences.

coŭn'try	frīght'ened	hatched (hăcht)
vīſ'it	nĕst'ful	ăunt
sīt'ting	sòme'thing	looked (lōōkt)
frīght'en	ġōt'ten	quī'et

Charlie's Visit.

1. Little Charles was a boy that lived in the city.

2. He did not know much about things in the country.

3. So, when his mother took him to visit his aunt Mary, he saw many things that were new and strange to him.

4. He knew that eggs are good to eat, but he did not know that little chicks are hatched from eggs.

5. Among the many things that Charlie saw in the barn at his aunt's home was a nice brown hen sitting in a box.

6. When Charlie peeped into the box, the hen sat quite still and looked at him.

7. Charlie said, "Shoo!" but still the hen sat quiet.

8. Now, Charlie could not think why a hen should want to sit so quiet in a place like that.

9. So he got a stick and struck the box, to frighten her away; but she did not stir.

10. Then he struck the hen herself, and off she ran, making a great noise; for she was badly frightened.

11. When the hen ran away, Charlie found she had a whole nestful of warm eggs.

12. He was so pleased that he put them all in his hat and took them to his aunt Mary.

13. He held one to his ear, and he thought he heard a noise; so he said, "Auntie, there is something in this egg."

14. When his aunt heard where he had found the eggs, she said to him, "Oh,

Charlie, you must put these back in the nest.

15. "Let them be, and in a few days we will go out and look at them; then we shall find something."

16. A few days later Aunt Mary and Charlie went to see the hen and her eggs, and what do you think they found?

17. A nest full of little downy chickens, but all the eggs were gone.

18. Then Aunt Mary had to tell Charlie all about how eggs come to be little chickens.

SLATE EXERCISE.

Write the following:

1	2	3	4	5
one	two	three	four	five
6	7	8	9	10
six	seven	eight	nine	ten

LESSON XLVII.

Phonic Exercise.

ī - ē bīrd gīrl sīr stīr first.

Pronounce and write in sentences.

hōp'ping	pīek'ing	ōr'phan
slēep'ing	lēave	strewed (stroōd)
wēl'come	seār'let	wēath'er

To a Robin.

1. Welcome, little robin
 With the scarlet breast;
 In this winter weather
 Cold must be your nest.

2. Hopping in the garden,
 Picking up the crumbs,
 Robin knows the children
 Love him when he comes.

3. Is the story true, robin,
 That you were so good
 To the little orphans
 Sleeping in the wood?

4. That you saw them lying
Pale and cold and still,
And strewed leaves about them
With your little bill?
5. Whether true or not, robin,
We are glad to see
How you trust the children,
Hopping here so free.
6. Hopping in the garden,
Picking up the crumbs,
Robin knows the children
Love him when he comes.

LANGUAGE EXERCISE.

Let the pupils write the name and address of their teacher, after the following model:

Miss Ida M. Brown.
Lancaster.
Pa.

LESSON XLVIII.

Phonic Exercise.

ô = ŭ sòn dōve dōne lōve nōne

Pronounce and write in sentences.

A'da	yēars	man y (mēn'ī)
Cār'lo	dōves	dōve'-cote
dōve'-house	wēeks	eall
want'ed	for gōt'	cāge



Ada and her Dove.

1. Ada is a little girl ten years old.
She has many nice pets to play with—

old Carlo, some white rabbits, and two little kittens.

2. Her father had some nice doves, and one day he took Ada out to the dove-house to see them.

3. He held her up, so she could look into one of the nests; and there she saw a young white dove.

4. Ada wanted the dove to play with, but her father told her it was too young yet to take from the nest.

5. In a few weeks it was old enough, and could fly about. Then Ada took it into the house and put it in a cage, to make a pet of it.

6. In a little while it became very tame; and when the cage door was left open, it would fly out and walk about the yard or fly up on the house.

7. As soon as Ada called, it would always fly to her and sit on her arm.

8. It was so tame that it ate its food out of her hand.

9. Her father built a box for it at the dove-cote, where the other doves were; but it still kept very tame, and never forgot to come when it heard Ada call.

LANGUAGE LESSON.

Write a little story about doves.

Fill the following blanks:

Ada had a white

Ada had two white

Write a sentence containing the word two.

Write a sentence containing the word to.

Write a sentence containing the word too.



LESSON XLIX.

Phonic Exercise.

ōō = o eōl pōl sōn ġrōom mōn

Pronounce and write in sentences.

wīd'ow brōk'en ēar'ly mīssed (mīst)
thrōw'ing ē'ven ing sīt'ting brēak

Who Broke my Window?

1. "Who broke my window? Some bad boy threw a stone into my window

just now and broke it," said Widow Gray as she came to her door.

2. A crowd of boys ran round the street-corner, so that she might not see them.

3. One of them, little James Rogers, had broken her window.

4. He did not mean to break the window, but he and the other boys had been throwing at a mark.

5. When James threw, he missed the mark, and the stone flew into Widow Gray's window.

6. He felt very sorry that he had broken it; but when he saw all the other boys run, he ran with them.

7. He wanted to tell Widow Gray that he had broken her window, but he was afraid she would be angry.

8. That evening he told his mother what he had done, and how sorry he was; for James was a good boy.

9. His mother said to him that he ought not only to tell Widow Gray that he broke

the window, but that he ought also to pay her for it.

10. Little James was very glad that his mother was not angry, and he made up his mind to go early in the morning and tell Widow Gray all about it.

11. In the morning, when she came to open the door, James was sitting on the step waiting to see her.

12. He said, "Mrs. Gray, I broke your window, and I am very sorry. I did not mean to break it. I threw at a mark and missed it, and the stone flew into your window."

13. Then he put something into her hand, and before she had time to see what it was he was running away, as happy as could be that he had not only told her, but also paid for the broken window.

Language Exercise.—*Write a word instead of wanted.*

Write a sentence containing the word pay.

Write a sentence containing the word paid.

LESSON L.

Phonic Exercise.

oo = u gōod bōok lōok shōok stōod

Pronounce and write in sentences.

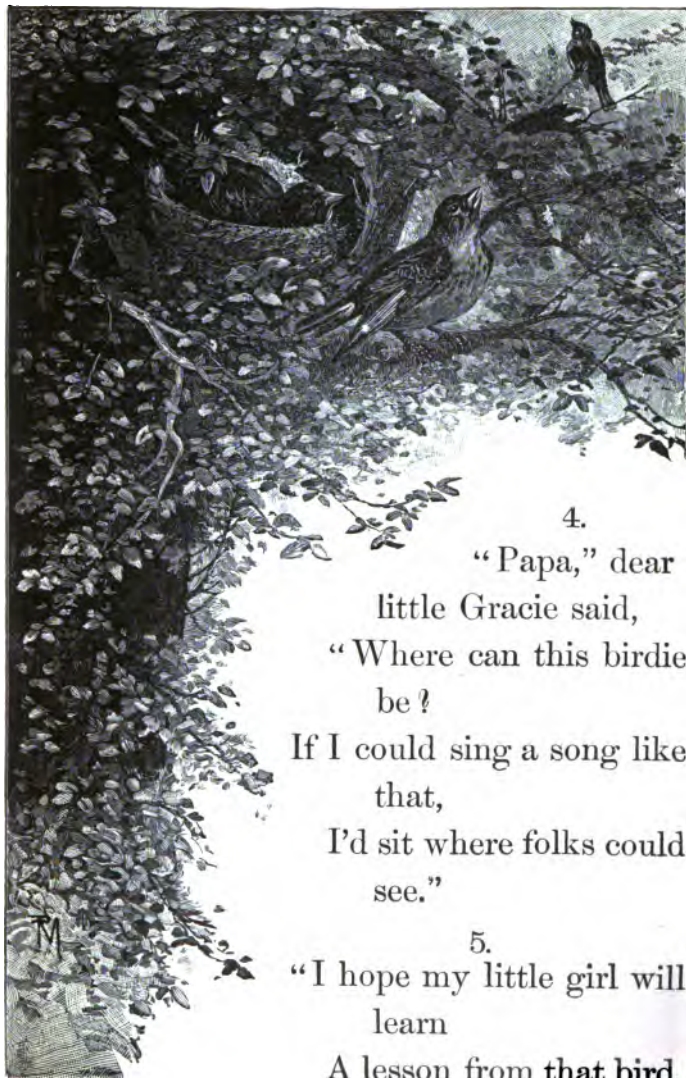
fěath'erŝ	měl'o dy	ŭn nō'ticed (tĭst)
pēo'ple	mōd'est	Māk'er'ŝ
lēs'son	swēet'ly	fôr gēt'

The Little Bird.

1. A little bird with feathers brown
 Sat singing in a tree;
 The song was very soft and low,
 But sweet as it could be.

2. And all the people passing by
 Looked up to see the bird
 That made the sweetest melody
 That ever they had heard.

3. But all the bright eyes looked in vain,
 For birdie was so small,
 And with a modest dark-brown coat
 He made no show at all.



4.

“Papa,” dear
little Gracie said,
“Where can this birdie
be ?

If I could sing a song like
that,
I’d sit where folks could
see.”

5.

“I hope my little girl will
learn

A lesson from **that** bird.

And try to do what good she can—
Not to be seen or heard.

6. "This birdie is content to sit
Unnoticed by the way
And sweetly sing his Maker's praise
From dawn to close of day.
7. "So live, my child, all through your
life,
That, be it short or long,
Though others may forget your looks,
They'll not forget your song."

LANGUAGE LESSON.

What is the meaning of melody?

What is meant by "looked in vain"?

Tell what is meant by "a modest dark-brown coat."

Write the words meaning I'd sit.

Write a word instead of content.

Why does Maker's begin with a capital letter?

What is meant by "And sweetly sing his Maker's praise"?

What is meant by "From dawn to close of day"?

Write the words meaning They'll not forget.

LESSON LI.

Phonic Exercise.

o = u wolf wom'an should would

Pronounce and write in sentences.

pär'ty	wāit'ing	lī'ar
bōat'-ride	eow'ard	an'y whêre (ĕn ĭ)
un lĕss'	dĕar'ly	nō'ble

Courage to do Right.

1. "Come on, Ben!" said a party of boys to a friend of mine; "we are going to take a boat-ride on the dam."

2. "I will," said Ben, "if you wait till I ask mother. I won't go unless she says I may."

3. "Poor fellow! he must go and ask his mother first whether he may go! I didn't ask my mother: I wouldn't be such a baby."

4. "Be a man, Ben," said George Smith. "Don't you see we are all waiting? Don't run to your mother, like a baby."

5. "Come on, boys! He is a big baby and a coward; he is afraid to go anywhere without asking his mother."

6. "I will not go without asking my mother," said Ben; "and I am no coward.

7. "I told my mother that I would not go away without asking her; and if I were to go, I should be a coward, and worse than a coward.

8. "I should be a liar, and I could never look my mother in the face again if I were to do this mean thing."

9. "Come, boys! He says we are mean and worse than cowards. Let us whip him."

10. "You may whip me if you wish, but I will not tell a lie to my mother by going away when I know that she does not wish me to go."

11. But George and the other boys did not whip him. They knew that he was right and they were wrong.

12. They went to take their boat-ride, but they did not feel happy; and they went back to Ben, and were his best friends after that.

13. What a noble boy Ben was! His mother loved him dearly, and well might she love such a noble boy.

Copy the following; put your own name instead of Anna:

Miss Anna will be pleased to have her teacher take tea with her this evening at six o'clock.

LESSON LII.

Phonic Exercise.

ô = a fôr fôrk hôrse shôrt nôrth

Pronounce and write in sentences.

plây'mates	mîs tākē'	quār'rel
El'len	hēlp'ing	thēm sēlves'
gēn'tle	rēad'y	pâr'ents

Kind Ellen.

1. Ellen is a very nice little girl. Every one that knows her loves her because she is kind and gentle.

2. Her little playmates never think of going to play without asking Ellen to go with them.

3. She is always glad to help them when they need any help in their work;



and when they go to play, she always goes with them when she has time.

4. Sometimes, when she is very busy helping her mother, she tells her playmates that she cannot go with them.

5. When Ellen has any fruit or cakes,

she shares them with her brothers and sisters.

6. She always tries to make her brothers and sisters happy.

7. When the little girls try to dress their dolls, Ellen is always ready to show them how and help them.

8. When her playmates make a mistake, she does not laugh at them, to make them feel bad.

9. She does not quarrel with her brothers and sisters when they forget themselves and become angry with her.

10. She waits until they speak to her kindly again, and tries to forget that they were angry with her.

11. Ellen's older brothers and sisters love her dearly, and they are very kind to her.

12. They are always careful to do whatever they think will make her most happy.

13. Little Ellen is not only glad to please her brothers and sisters, but she is

glad—and always ready, also—to do any work that her parents may have for her to do.

14. She is happiest when she is helping some one else.

LESSON LIII.

Pronounce and write in sentences.

spār'row	eōm plāins'	vexed (vēkst)
īn tēnd'	rīp'est	erūmbŕs
Thōm'as	chōōse	pēars

The Sparrow.

- Glad to see you, little bird!
'Twas your pretty chirp I heard:
What did you intend to say—
“Give me something this cold day”?
- That I will, and plenty too:
All these crumbs I saved for you.
Don't be frightened: here's a treat;
I shall wait to see you eat.
- Thomas says you steal his wheat;
John complains his plums you eat—

Choose the ripest for your share,
Never asking whose they are.

4. Yet you seem an honest bird:
Don't be vexed at what I've heard.
Now no pears or plums you eat,
Now you cannot steal the wheat.

5. So I will not try to know
What you did so long ago.
There's your breakfast: eat away!
Come to see me every day.

LANGUAGE LESSON.

Write 'Twas in full.

Write in full Don't and here's a treat.

Write in full I've heard.

Write in full There's your breakfast.

Write a sentence containing the word choose; also one containing the word chose.

Write a sentence containing the word seem; also one containing the word seam.

Write a sentence containing the word eat; also one containing the word ate.

LESSON LIV.

Phonic Exercise.

û fûr tûrn ûrn bûr'den ûrge

Pronounce and write in sentences.

söft'ly	därt'ing	jŭn'gle	sleighs (slāz)
fäst'er	hur rāh'	tŭn'gle	sleigh'-ride
cār'pet	mër'ry	en joy'	chānce

The Sleigh-Ride.

1. Last night the little snowflakes began to float softly down like a great flock of little white birds.

2. Faster and faster they came all the night long, and now a thick white carpet of snow covers the ground.

3. Sleighs have been darting swiftly by all the morning, and now we too are ready to take a ride.

4. "All ready!" says papa; and off we start for a good time.

5. What a bright morning it is! See how the people come to the windows to look at us as we pass!

6. See how fast our horse goes, and

hear the jingle of our bells! Hurrah for the fun!

7. Up hill and down hill, away we go as fast as our horse can take us along.



8. Papa says we must look out for the snow-drifts, or we may upset on them.

9. See old Farmer Jones hold his hand to shade his eyes as we go swiftly by!

10. Now he knows us. See him wave his hat to us!

11. He seems to feel as glad to see us as if he were in the sleigh himself.

12. He is always glad to see people cheerful and happy.

13. How cold it is getting! Our fingers and toes begin to tingle. Jack Frost is in our sleigh, too, but we do not fear him.

14. What care we for the cold? Hurrah for our little sleighing-party!

15. Long before night we shall be home again and enjoy a cheerful fire.

16. It is not every day that we can have a sleigh-ride, so we will enjoy it while we have a chance.

LANGUAGE LESSON.

Write about a snow-storm.

Write a word instead of darting.

Write a word instead of merry.

Write about snow-drifts; tell how they are formed.

LESSON LV.

Phonic Exercise.

ȳ = ī drȳ flȳ shȳ skȳ trȳ

Pronounce and write in sentences.

de serībe'	eoŭn'try	mǎn'age
strān'ger	whĭth'er	bus'i ness (bĭz'nĕs)
chĕst'nut	cōm'mon	tongue (tŭng)

Who is He?

1. Here is a little boy;
 Look at him well;
 See if you know him:
 If you do, tell.
 I will describe him,
 That you may see
 If he's a stranger
 To you and to me.

2. He has two hands
 That can manage a top
 And climb a tall chestnut
 To make the nuts drop;

They're just full of business,
With ball, hoop, and swing,
Yet are never too busy
To do a good thing.

3. He has two feet
That can run up and down
Over the country
And all about town;
I should think they'd be tired:
They never are still;
But they're ready to run for you
Whither you will.

4. He has two eyes
Always busy and bright
And looking at something
From morning till night;
They help him at work,
They help him at play,
And the sweet words of wisdom
They read every day.

5. He has two ears:

Oh, how well he can hear
The birds as they sing
And the boys as they cheer!
They are out on the common,
And for him they call;
But one word from his mother
He hears 'first of all.

6. He has a tongue

That moves like a sprite:
It begins in the morning
As soon as the light;
It's the best little tongue
You can anywhere find,
For it always speaks truth,
And it always is kind.

LANGUAGE LESSON.

Write the meaning of "will describe him."

Write in full "he's a stranger."

Write the words meaning They're.

Write in full "they'd be tired."

Find the meaning of the word sprite.

LESSON LVI.

Phonic Exercise.

e = k eal/ eake elēar erōw elēan

Pronounce and write in sentences.

dōor'step	pāst'ure	un der stānd'
shēp'herd	bārking	in tēl'li gent
stārt'ed	at tēnd'	when ēv'er
mīn'ute (īt)	ealled	dashed (dāsht)

Jack.

1. Charlie and his uncle George were sitting on the doorstep, and Jack was lying at their feet.

2. "Jack," said Uncle George, "it is about time to bring the cows home."

3. Jack, who was a shepherd-dog, seemed to know just what Uncle George meant; for he rose at once and started to the pasture.

4. Very soon Charlie saw the cows coming up the lane, and behind them came Jack, driving them.

5. "Does he understand what you say to him, uncle?"

6. "Yes," said Uncle George, "he understands nearly everything; he is a very intelligent dog.

7. "Jack, you may bring the sheep from the pasture."

8. Jack trotted off again, and pretty soon Charlie heard him barking for Uncle George to open the gate and let the sheep out.

9. "Now, Jack, you may keep the sheep in the corner of the lot while I turn the cows into the yard."

10. Jack at once began to bark, as if he wanted to say, "All right! I'll attend to them;" and very soon the sheep were all in the corner, and he kept them there.

11. He stood at a little distance from them; and whenever one tried to get away, he always drove it back.

12. In a very short time Uncle George called; "Now put the sheep in the lane, Jack."

13. Jack dashed in among them at once, and in less than a minute he had all the sheep turned into the lane; and his work for the day was done.

Write a short story about a dog.

LESSON LVII.

Phonic Exercise.

ç = s çell çent çease çir'ele çin'der

Pronounce and write in sentences.

dīs'tance	troub'le	reached (rēcht)
stā'tion	chīck'enŝ	eoūŝ'inŝ
crowd'ed	wāg'on	helped (hēlpt)
fārm'-yard	ūn'ele	lēarned

Kate's Visit to the Country.

1. One summer morning little Kate, with her father and mother, started on a visit to the country.

2. They were going to see her uncle James, who lived on a farm a great distance away.

3. Kate was very tired when they

reached her uncle's, for they had a very long ride in the cars.

4. Uncle James met them at the station, and took them home in his wagon.



5. Here she met her little cousins, and she was very glad to see them; and what times they did have in their play!

6. Kate was at first afraid of her uncle's big dog Nero, but she soon learned to pat

Nero on the back and let him run along with her

7. When her aunt Emma went to the farm-yard in the evening to feed the chickens, little Kate always ran with her and tried to help; for she was pleased to see the chickens as they crowded around to get their supper.

8. She always went out, too, to see Anna milk the cows.

9. Kate thought it great fun to run in the meadow, and her mother had some trouble to keep her out of the wet grass.

10. When her father went for berries, Kate ran for her bonnet, and then went with him; and when he came back, she sat down and helped to pick the berries from the stems.

11. She tried, also, to learn to catch fish in a little creek that ran near the house.

12. Her father went with her, and after he had shown her what to do she soon learned to catch some fish for herself.

13. Kate was well pleased with her visit, for she learned much that was new to her; and when she got home, she had a great deal to tell.

LESSON LVIII.

Phonic Exercise.

ġ=j ġēm ġěrm ġĭn'ġer ġāġe

Pronounce and write in sentences.

sŭp pōŷe'	plēaŷ'ant er	dressed (drĕst)
erŷ'ing	ēaŷ'i er	sŭn'shine
pōur'ing	walk'ing	thānk'ful

Suppose.

1. Suppose, my little lady,
 Your doll should break her head;
 Could you make it whole by crying
 Till your eyes and nose are red?

- 2 And would it not be pleasanter
 To treat it as a joke,
 And say you're glad 'twas Dolly's
 And not your head that broke?

3. Suppose you're dressed for walking,
And the rain comes pouring down;
Will it clear off any sooner
Because you scold and frown?
4. And wouldn't it be nicer
For you to smile than pout,
And so make sunshine in the house
When there is none without?
5. Suppose your task, my little man,
Is very hard to get;
Will it make it any easier
For you to sit and fret?
6. And wouldn't it be wiser
Than waiting, like a dunce,
To go to work in earnest
And learn the thing at once?
7. Suppose that some boys have a horse,
And some a coach and pair;
Will it tire you less, while walking,
To say, "It isn't fair"?

8. And wouldn't it be nobler
 To keep your temper sweet,
 And in your heart be thankful
 You can walk upon your feet?

LESSON LIX.

Phonic Exercise.

n = ng drīnk thīnk ān'ger hūn'gry

Pronounce and write in sentences.

wōn'dered	drīv'en	bōard
naugh'ty	a whīle'	threw (thrōo)
eōn'duct	for gīv'en	sōul
stüb'born	būrst	tēars

The Six Nails.

1. "George, will you get me six nails?"
 said Mr. Brown to his little son.

2. George wondered what his father
 could want with the six nails; so, like
 other little boys who try to find out
 things, he asked his father.

3. "I will tell you, my son. This
 morning I am going away to stay a

whole week. These nails I will give to your mother.

4. "She tells me that when I am away you are sometimes very naughty. Now, while I am away she will every evening think over your conduct for the day.

5. "If you have been naughty, she will drive one of these nails into a piece of board which I have given her.

6. "So long as you are a good boy no nails shall be driven in. When I come home, I shall be very glad to see that there are no nails in the board."

7. George tried hard for an hour or two to be good; but when his mother asked him to do some work, he wanted to play, so he was cross and stubborn for the rest of the day.

8. At evening his mother said to him, "George, I am very sorry, but you have been so naughty to-day that I must drive a nail into the board."

9. The next day another had to be

driven into the board, and George began to think of his conduct.

10. On the third day and on the fourth a nail was taken out ; and when his father came home, at the end of the six days, and called for the board, George took it to him.

11. He said, "George, I am glad to see that you have no nails in the board."

12. George looked at it a while, and then burst into tears as he said, "But, papa, there are two marks. I am very sorry."

13. "I am sorry, too, my little boy, but sin always leaves a mark.

14. "Sometimes you cannot see this mark, for it is in your soul, but still it is there.

15. "But if you are sorry, papa can put away even these marks;" and he threw away the board.

16. "So your heavenly Father, too, my boy, can take away the marks from your

soul if you are sorry for what you have done and ask to be forgiven."

LANGUAGE LESSON.

Write a sentence containing the word piece.

Write a sentence containing the word peace.

Write a sentence containing the words glad and sorry.

Write a word meaning nearly the same as naughty.

LESSON LX.

Phonic Exercise.

ʒ = z rōʒe hăʒ clōʒe thēʒe wăʒ

Pronounce and write in sentences.

drēar'y	mēet'ing	dūst'ed	put'ting
dīn'gy	brīght'er	pīct'ures	be liēve'
schōol'room	tēach'er	mōn'ey	chēer'ful
a grēed'	pā'tient ly	jōl'ly	an ōth'er

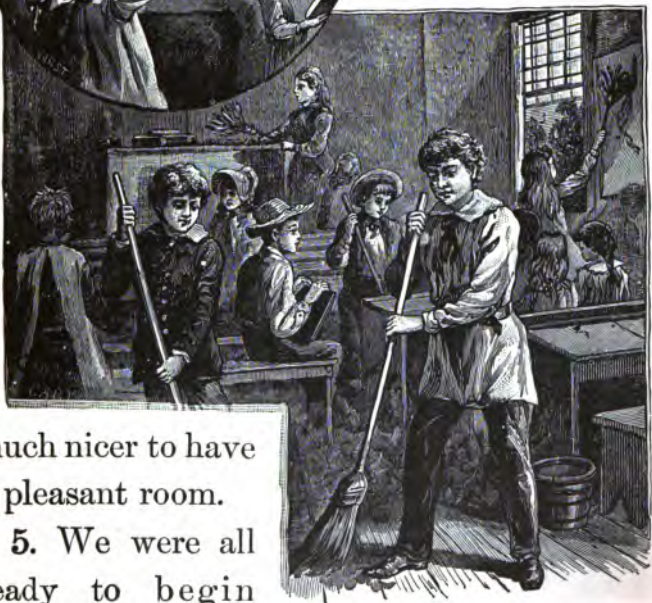
Our Cheerful Schoolroom.

1. The school to which I went when a boy was kept in a very dreary and dingy schoolroom.

2. One noon some of the boys and girls, who thought the schoolroom was not so pleasant as it might be, agreed to hold a meeting to see what could be done.

3. All thought that the room might be made to look brighter and be more pleasant for both the teacher and the pupils.

4. The teacher agreed with us that it would be



much nicer to have a pleasant room.

5. We were all ready to begin work at once, but the teacher thought we had better wait until school was out.

6. So we waited patiently till four o'clock, and then we set to work.

7. The boys took brooms and swept the floor, and then the girls dusted everything till not a bit of dust could be seen.

8. The next morning some of us brought flowers for the teacher's desk and the windows.

9. Others brought pictures to hang on the walls.

10. Each of us paid a few cents, and we soon had money enough to buy curtains for the windows.

11. Then our parents came to see the schoolroom, and they were so much pleased that they gave us money enough to buy paper for the walls.

12. What a jolly time we had while putting that paper on! and then how much more cheerful the schoolroom looked!

13. We could hardly believe that it was our dingy old room, it was now so bright and beautiful.

14. It not only made us feel happy that we had a brighter and more cheerful room, but we all liked much better to go to school.

15. I think we all were kinder and much more pleasant to one another than we ever had been before.

LESSON LXI.

Phonic Exercise.

ǣ = gz ǣǣ ǣct' ǣǣ ǣst' ǣǣ ǣlt' ǣǣ ǣm'ine

Pronounce and write in sentences.

blūe'-bird	mūs'ic	sprīng'time	vī'o lets
swīng'ing	swāy'ing	snōw'drop	mǎn'tles
nōth'ing	mēs'sage	erō'eus	pûr'ple

The Blue-Bird.

1. I know the song that the blue-bird is
 singing
 Out in the apple tree, where he is swing-
 ing.

Brave little fellow! the skies may be
dreary:

Nothing cares he while his heart is so
cheery.

2. Hark! how the music leaps out from his
throat!

Hark! was there ever so merry a note?
Listen a while, and you'll hear what he's
saying

Up in the apple tree swinging and sway-
ing:

3. "Dear little blossoms down under the
snow,

You must be weary of winter, I know;
Hark while I sing you a message of
cheer:

Summer is coming, and springtime is
here.

4. "Little white snowdrop, I pray you
arise;

Bright yellow crocus, come, open your
eyes;

Sweet little violets, hid from the cold,
Put on your mantles of purple and gold.
Daffodils! daffodils! say, do you hear?
Summer is coming, and springtime is
here."

Write a sentence containing the word hear.

Write a sentence containing the word here.

Write the names of as many flowers as you can.

LESSON LXII.

Phonic Exercise.

gh = f läugh tough rough ē nougħ'

Pronounce and write in sentences.

Bird'ie	dew'drops	my sèlf'	pā'tience
lā'zi est	slūm'ber	kiss'eş	stīll
dār'ling	re plȳ'	in stēad'	ōught

Birdie's Morning-Song.

1. Wake up, little darling! The birdies
are out,

And here you are still in your nest!
The laziest birdie is hopping about;

You ought to be up with the rest.
Wake up, little darling, wake up!

2. Oh, see what you miss when you slumber so long!

The dewdrops, the beautiful sky—
I cannot sing half what you lose, in my
song,

And yet not a word in reply.
Wake up, little darling, wake up!

3. I've sung myself quite out of patience
with you,

While mother bends o'er your dear
head;
Now birdie has done all that birdie can
do,

Her kisses will wake you instead.
Wake up, little darling, wake up!

LANGUAGE LESSON.

Write in full the words I've sung.

Write the word o'er in full.

Write a word instead of slumber.

What is meant by "I cannot sing half"?

What is meant by "I've sung myself quite out of patience"?

LESSON LXIII.

Phonic Exercise.

ph = f phāse eām'phôr cī'phēr

Pronounce and write in sentences.

for gēt'	ăp'ples	un ēaș'y	ealled
bās'ket	pöck'et	an'y thing	de çēive'
kitch'en	tëll'ing	nôth'ing	wick'ed

Acting a Lie.

1. Every little boy and girl knows that it is wrong to tell a lie.

2. But very many boys and girls who do know sometimes forget and seem to think it is no harm to act a lie.

3. "Lucy, go to the kitchen and get me the basket of apples," said a mother to her little girl one day.

4. Lucy put away her doll and ran to the kitchen to get the basket for her mother.

5. She found it nearly full of nice red apples. "I should like one of these very

much," said Lucy to herself, and she put one into her pocket.

6. She knew that her mother thought it best for her that she should not eat any of the apples, for they were not quite ripe.

7. But she thought she would not be telling a lie if she put one into her pocket.

8. Had the apples been ripe, her mother would have been glad to give her one; and Lucy knew this.

9. So, when she brought the basket from the kitchen, she did not look up, lest her mother might see that she had done some wrong.

10. She felt uneasy at home and soon started for school.

11. But Lucy was an idle girl, too; and when her class was called to recite, she did not know her lesson.

12. So she kept her finger in between the leaves of the book, that she might sometimes peep in and find the answer

to the next question while the teacher was busy with some one else.

13. Oh, how sly she was! But the teacher saw her tricks, though she said nothing at that time.

14. Lucy in this and many other ways often acted a lie, and, though many people thought her a good girl, she was often very wicked.

15. Poor Lucy! how sorry she was, when she grew older, that she had wasted so much of her time when she was at school!

16. And how sorry, too, she was that she had so often tried to deceive her teacher!

LANGUAGE EXERCISE.

Write a word instead of lie, in the first paragraph.

Write a word instead of harm, in the second.

Write a word instead of uneasy, in the tenth.

What is the meaning of "peep in"?

Why is an exclamation-mark placed after "was," in the thirteenth paragraph?

LESSON LXIV.

Phonic Exercise.

qu = k pique ō pāque' ero quet' (krō kā)

Pronounce and write in sentences.

slēep'y	trūn'dle	hūn'gry	ēār'riage
būck'le	sērv'ants	lā'zy	whēr ēv'er

Ten True Friends.

1. Ten true friends you have,
Who, five in a row,
Upon each side of you
Go wherever you go.
2. Suppose you are sleepy,
They help you to bed;
Suppose you are hungry,
They see that you're fed.
3. They wake up your dolly
And put on her clothes,
And trundle her carriage
Wherever she goes.
4. They buckle your skate-straps
And haul at your sled—

Are in summer quite white,
And in winter quite red.

5. And these ten tiny fellows,
They serve you with ease;
And they ask nothing from you,
But work hard to please.

6. Now, with ten willing servants
So trusty and true,
Pray, who would be lazy
Or idle? Would you?

7. Would you find out the name
Of this kind little band?
Then count all the fingers
On each little hand.

LANGUAGE LESSON.

Write the first stanza in your own words.

What is the meaning of quite, in the expression "quite white"?

What is meant by "tiny fellows"?

Tell why the interrogation-mark is placed after "Would you."

LESSON LXV.

Phonic Exercise.

wh when whēat what whȳ while

Pronounce and write in sentences.

Chrĭst'mas	wòn'der	mis tākēs'	spräng
Frĭ'day	stöck'ing	nēat'ly	bûrst
Thûrs'day	plăn'ning	plĕn'ty	clôthes

Lottie's Christmas.

1. The day before Christmas, Lottie began her work very early, so that she might have plenty of time to help her mamma.

2. Christmas was to come on Friday, and on Thursday she first washed all her dolly's clothes and put them on the line to dry.

3. In the evening she was so tired that she went to bed very early.

4. When she awoke on Christmas morning, the moon was shining brightly into her room.

5. She lay in bed a long time waiting

to hear the clock strike, for she thought it must be near morning.

6. When the clock in her mother's room, which was next to hers, struck, she heard "Ding! ding! ding!" Only three o'clock!

7. Then she shut her eyes and tried hard to go to sleep again, but the eyes would not stay shut; so at last she gave up and lay awake.

8. Oh, how she did wonder what was in her stocking in her mother's room! for she had hung it by the grate when she went to bed.

9. She felt quite sure that it must be full, but she did not like to wake her mamma; so she lay quite still, planning how she would spend the day.

10. When she heard the clock strike five, she sprang out of bed; and, hearing her mother's voice, called out quickly, "Merry Christmas, mamma!"

11. Lottie was in such a hurry to see

her stocking that she made a great many mistakes in dressing herself.

12. First she put on one shoe without her stocking, and then her other stocking wrong side out; but she soon had them right again, and away she ran to her mother's room.

13. There was her stocking, so full that she thought it would burst. It was full even to the top, and more; for a pretty doll, neatly dressed, was sitting on the very top of it.

14. Oh, how happy Lottie was! She sat right down on the floor and took out all the things, one after another.

15. The last thing in the stocking was a little purse with some money in it. When she took this out, she found a dollar in the purse.

16. "Oh, mamma," said Lottie, "may I spend this? I would like so much to buy some toys for little Sue Clark!

17. "Won't you let me give her one

of my dolls, too? She has none, and I know she would like so much to have one. May I, mamma?"

18. "Yes, Lottie," said her mother; "you may spend the money, and you may give Sue a doll too, if you wish."

19. Lottie was very happy, but she was happier still when she saw how glad little Sue was to get the toys and the doll.

20. And what a happy girl her little friend Sue Clark was! All Christmas day she sat and played with her toys and her doll.

21. First she would undress her doll and put it to sleep, then she would take it up and dress it again, and then Dolly must be put to sleep again, a dozen times a day or more.

22. And Lottie learned that the best way to be happy is to make others happy too.

Write a short story telling how you spent your last Christmas.

LESSON LXVI.

Phonic Exercise.

qu = kw quēer quīck quīte quāīl quī'et

Pronounce and write in sentences.

çél'lar	yēs'ter day	rāk'ing	hūgged
Dōb'bin's	sûr prīsed'	grānd'mä	rūbbēd
dōugh'nuts	gīn'ger	grānd'pā	wīnked (wīnkt)
pō'ny	pēo'ple	plēn'ty	man y (mēn'ī)

Whose Boy?

1. Well, whose boy am I, any way?

I fell down cellar yesterday,

And gave my head an awful bump.

(If you had only seen the lump!)

And mamma called me when I cried,

And hugged me close up to her side

And said, "I'll kiss and make it well.

Mamma's own boy! How hard he fell!"

2. When papa took me out to play

Where all the men were raking hay,

He put me on old Dobbin's back;

And when they gave the whip a crack,

And off he threw me, papa said
 (When I got up and rubbed my head
 And shut my lips and winked my eyes),
 "Papa's brave boy! He never cries!"

3. And when I go to grandma's— Well,
 You'd be surprised if I could tell
 Of all the pies and ginger-cakes
 And doughnuts that she always makes,
 And all the jams and tarts, and such,
 And never says, "Don't take too much,"
 Because, she says, "He must enjoy
 His visit, for he's grandma's boy."

4. And grandpa says, "I'll give him soon
 A little pony for his own;
 He'll learn to ride it well, I know,
 Because he's grandpa's boy. Ho! ho!"
 And many other people say,
 "Well, how are you, my boy, to-day?"
 Now, can you tell me, if you try,
 How many little boys am I?

LESSON LXVII.

Pronounce and find the meaning of

mĕr'ri ly

nois'i ly

re joice'

heärt'i ly

whîr'ring

whîrl'ing

The Water-Mill.

1. "Any grist for the mill?"

How merrily it goes,

Flap, flap, flap, flap.

While the water flows!

Round about and round about,

The heavy mill-stones grind,

And the dust flies all about the mill,

And makes the miller blind.

2. "Any grist for the mill?"

The jolly farmer packs

His wagon with a heavy load

Of very heavy sacks.

Noisily, O noisily,

The mill-stones turn about;

You cannot make the miller hear

Unless you scream and shout.

3. "Any grist for the mill?"

How quickly it goes round,
 Splash, splash, splash, splash,
 With a whirring sound!
 Farmers, bring your wheat to-day,
 And, bakers, take your flour;
 Dusty millers, work away
 While it's in your power.

4. "Any grist for the mill?"

Alas! it will not go;
 The river too is standing still;
 The ground is white with snow
 And when the frosty weather comes
 And freezes up the streams,
 The miller only hears the mill
 And grinds the grain in dreams.

5. Living close beside the mill,

The miller's girls and boys
 Always play at make-believe,
 Because they have no toys.

“Any grist for the mill?”

The elder brothers shout,
While all the little boys and girls
Go whirling round about.

6. The miller's little boys and girls

Rejoice to see the snow;

“Good father, play with us to-day:

You cannot work, you know.

We will be the mill-stones,

And you shall be the wheel;

We'll pelt each other with the snow,

And it shall be the meal.”

7. Oh, heartily the miller's wife

Is laughing at the door;

She never saw the mill worked

So merrily before.

“Bravely done, my little lads!

Rouse up the lazy wheel,

For money comes but slowly in

When snowflakes are the meal.”



4

